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ABSTRACT

Recommendations formulated and adopted by the participants in this seminar and summaries of discussions at the various sessions are followed by the full text of 17 papers presented at the meeting: (1) "The 'BID' Model Test of the Polytechnic of Hanover: Principles, Structures, Solutions and Problems of New Studies in the Field of Librarianship, Information and Documentation" (G. Bock, West Germany); (2) "Some Reflections on the London Colloquium" (O. C. Mascarenhas); (3) "Curriculum Adjustment Issues for Library and Information Training Programmes in Africa" (S. A. H. Abidi); (4) "Synopsis of Existing and Projected Training Programmes in the Field of Information Studies at Selected African Institutions" (G. Bock); (5) "Library, Documentation and Archival Training in Sudan" (C. Wesley); (6) "Library Education in Botswana" (J. R. Neill and K. J. Mchombu); (7) "Courses Offered in the Department of Library and Information Science at the Harare Polytechnic" (D. M. Thorpe, Zimbabwe); (8) "Curriculum Adjustments in Information Studies Training Programmes in Zambia" (O. N. Mohamedali); (9) "The Information Professions and the Search for a Functional Identity" (W. O. Aiyepeku); (10) "Curriculum Adjustments in Library and Information Training Programmes: Malawi Country Paper" (R. S. Mabomba); (11) "Education and Training in the Information Professions in Ethiopia" (G. Birru); (12) "The Situation of Library, Documentation and Archival Training in Kenya" (J. M. Ng'ang'a); (13) "Programmes of the East African School of Librarianship in Uganda" (S. A. H. Abidi); (14) "A Review of Library Education in Sierra Leone" (G. Jusu-Sheriff); (15) "Training for Librarians, Documentalists and Archivists in Tanzania" (O. C. Mascarenhas); (16) "The EBAD (Ecole de Bibliothecaires, Archivistes et Documentalistes) and Curriculum Harmonization" (A. F. Correa, Senegal); and (17) "Library, Documentation and Archival Training at the Ecole des Sciences de L'Information in Rabat" (O. Bekkari, Morocco). (CGD)

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Report

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Deutsche Stiftung für internationale Entwicklung

German Foundation for International Developement

Gunter Bock and Lutz Hüttemann (Eds.)

CURRICULUM ADJUSTMENTS IN INFORMATION STUDIES TRAINING PROGRAMMES IN AFRICA

Published by
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Gunter Bock and Lutz Hüttemann (Eds.)

CURRICULUM ADJUSTMENTS IN INFORMATION STUDIES TRAINING PROGRAMMES IN AFRICA

Proceedings and Papers of the Post-IFLA Conference-Seminar held in Bonn/Fed. Rep. of Germany from 24 to 28 August, 1987

Published by

German Foundation for International Development (DSE)

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PREFACE

The harmonization of education and training programmes in the field of librarianship, archival studies and documentation/information science has been the concern of Unesco, the International Federation of Library Associations and Institutions (IFLA), the International Council of Archives (ICA) and the Fédération Internationale de Documentation et Information (FID) for many years. The German Foundation for International Development (DSE) has been actively involved in such harmonization efforts, at least with regard to training institutions in Eastern and Southern African countries, since the late Seventies, commissioning studies and convening meetings for that purpose. This time all the above mentioned institutions joined forces to achieve the objective of harmonization which is needed more than ever due to the worldwide prevailing economic conditions where resources for education in terms of manpower and finance are becoming scarcer.

After several meetings on the issue of harmonization in the early and mid-Eighties, IFLA in cooperation with Unesco, ICA and FID decided to convene an "International Colloquium on the Harmonization of Education and Training for Library, Information and Archival Personnel" in the form of a Pre-session Seminar to the 53rd IFLA Council and General Conference. More than 50 participants, observers and resource persons met in London from August 9 to 15, 1987, to discuss various aspects of harmonization and to formulate resolutions on how to reach the overall aim. The following areas were identified to be of interest in the harmonized teaching of courses to all three professional groups: Management; Preservation and Conservation; Audiovisual Materials; Records Management; Information Technology; User Studies; Research Methods; Marketing; and Evaluation of Information Systems and Services.

The discussion of problems of the harmonization of education and training programmes in information studies were continued by the same group of professionals during many sessions of the IFLA Con-

ference in Brighton from August 16 to 21, 1987, especially in view of IFLA's "Core Programme on the Advancement of Librarianship in the Third World (ALP)" and during the sessions of the Section on Regional Activities. The resolution formulated by the London Colloquium were formally adopted by the IFLA Council in its second meeting.

The majority of the Colloquium participants from African countries were invited by DSE to attend a Post-conference Seminar on "Curriculum Adjustments in Information Studies Training Programmes in Africa" held in Bonn from August 24 to 28, 1987. The objectives of this seminar were to produce a synopsis of existing and projected training programmes at African institutions, to discuss the implementation of harmonization efforts at their own library schools, considering the existing socio-economic and cultural conditions, and to work out proposals for future DSE programmes in the field of advanced training of librarians, archivists, documentalists and information personnel.

The content of this publication concentrates on the elaborations of the Bonn Seminar: the recommendations formulated and adopted by the participants are followed by the proceedings of the sessions. Then the introductory discussion papers are reproduced. This is followed by the mentioned synopsis which is, by the way, also useful for further research into the problem of reciprocity and equivalence of qualifications of the three groups of professionals, at least with regard to the African training institutions which were represented in Bonn. Lastly, the papers prepared by the participants for the seminar are included. The annexes contain the list of participants, the programm of the Bonn Seminar and the resolutions of the London Colloquium for ease of reference.

For educators, there is hardly a more difficult task than the development or adjustment of curricula, in particular when the delicate question of harmonization of training programmes is concerned. On the other hand, it is obvious that such efforts must be untertaken in the near future in order to avoid duplication of work, waste of precious resources and criticism of isolation in closely related pro-

fessional areas. DSE hopes that through the sponsorship of African delegates to the London Colloquium and the IFLA Conference in Brighton and above all, through the organization of the Bonn Seminar, to have contributed significantly towards the improvement of education and training of information personnel of the African continent.

Lutz Hüttemann Bonn, November 1987

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RECOMMENDATIONS OF THE SEMINAR

The participants of the DSE Post-conference Seminar on "Curriculum Adjustments in Information Studies Training Programmes", in recognition of the Resolutions of the London Colloquium on "The Harmonization of Education and Training Programmes for Library, Information and Archival Personnel", recommend

1. in view of the developing information market related to the socio-economic and cultural environment, that Africa's information studies (librarianship, archival studies, information sience) institutions should review their programmes in order to develop a harmonized core curriculum that will underpin the core satellites for the three information disciplines. Appropriate adjustments to the curricula may also be implemented through short courses and continuing education programmes;

2. that mechanismus be established to advise, promote and monitor on harmonization efforts in the education of African information personnel. Such mechanismus should include publications, advisory services, exchange of material resources and personnel in addition to conferences and seminars. In particular it is recommended that a Standing Conference of African Institutions of Information Studies (librarianship, archival studies and information science) be established and that Unesco be requested to provide active support and encouragement to promote and sustain this effort;

3. that a variety of national initiatives be established and developed, to mobilize support and co-operation amongst the three information disciplines (librarianship, archival studies and information science) for implementing the concept of harmonization. Of particular significance should be the establishment of an inter-disciplinary forum in order to achieve harmonization. One of the primary functions of such a forum should be the study of the current and potential information needs for identifying the

commonalities among the three disciplines as a basis for the formulation of a harmonized curriculum;

4. that programmes be initiated to enhance the effectiveness of the educators for the three disciplines to teach the new harmonized curriculum. It is further recommended that a continuing education programme on training of educators in information studies (librarianship, archival studies and information science) be established and that DSE should provide active support and encouragement to promote and sustain this effort.

Bonn, 28th August, 1987

REPORT OF DISCUSSIONS - 24.08.87
Session Chairman: James Ng'ang'a
Rapporteur: Kingo Mchombu

The discussion revolved around what amendments should be made on the programme. The item "aims and objectives" should be brought forward and it should include aims and objectives of training programmes. It was found that recommendations from the pre-session seminar were not satisfactory and the post-conference seminar should re-formulate the recommendations to be sent to IFLA and FID etc. It was suggested that discussions should concentrate on how the core may be implemented, and how the options/satellites would be fitted on to the core. Clarifications were offered that records management should be combined with conservation and preservation. It was decided to modify the title of the post-conference seminar to include Archival Studies.

Presentation G.Bock

Explained that the cooperative training of librarians and documentalists was sought because their work is similar even when a different terminology is used. The process of arriving at an integrated curriculum took 3 years and involved 12 experts, 50 % of whom were scientists and the rest practitioners. A futuristic approach to making the curriculum was adopted. It was found that 30 - 60 % of the contents of the different job situations could be translated to an identical curriculum. A modular structure of the curriculum was adopted. The need to produce a student oriented towards practical experience and who can function in a practical situation was emphasized. A nine months 'practical period' is provided for in the course. The training of teachers was another pre-requisite recognised. The curriculum was an integrated one.

Presentation O. Mascarenhas

Raised the question whether harmonization was valid in Developing Countries. Observed that harmonization can be taken to mean different things and has a wider meaning, e.g. traditional versus modern trends, injecting an interdisciplinary approach, the past versus the future orientation, etc. The main concern of harmonization should be relevance and applicability of a given situation. Is the pre-prepared core discussed at the pre-conference colloquium what we really wanted? Implied that it was not, because a number of key areas had been left out, e.g.

- Collection development;
- Management;
- Local publishing industry and knowledge of local information generating institutions;

what should the core be? Rigid or flexible? What should its weighting be? All these questions need to be discussed. It was suggested that the core should reflect the level of development of the different professions. It was suggested that the concept of harmonization should be operationalized by:

- defining objectives of each programme;
- developing an inventory of what is taking place in each course, so as to identify the gaps;
- work out a model curriculum, so to reflect adjustments using the modular approach.

Presentation S.A.H. Abidi

Pointed out that the information needs of a country should determine the direction and extent of harmonization. He made a plea for producing information professionals who can instantly be utilized in high level positions to fill the existing manpower gaps. Suggested that the Standing Conference of Library Schools should be changed to Standing Conference of Library, Archival and Information Schools. He made a plea that the changed philosophy under harmonization meant that separation in training should not be allowed to continue. He concluded by pointing out that while harmonization was a very interesting concept, the requirements for implementation deserved greater

attention e.g. resources, staff development, training of trainers, etc.

General Discussions

Neill: Pointed out that the failure of the London pre-conference colloquium to recognize innovations being carried out and instead imposed a curriculum on the delegates. He called for an articulation of the needs of developing countries. Suggested we discuss the framework for a curriculum by asking questions such as: the market, resources, level of funding, etc.

Hüttemann: The concept of integrating staff, equipment and curricula brought up by Bock's paper should be borne in mind.

Thorpe: Are we talking of harmonization in each country individually or for the whole of Africa? Mabomba: Addressed point raised by Hüttemann. Harmonization is more 'superficial' while integration goes deeper. Expressed misgivings with pre-session. Integration was possible with the trunk subjects but impossible/undesirable with the satellites. Wanted to know which level of training we were referring to.

Ng'ang'a: Observed that we should establish a firm footing for discussions by moving towards the framework for establishing harmonization.

Aiyepeku: The basic difficulty of the London pre-session was the different objectives between participants and organizers as to what it should achieve. We should identify areas sufficiently common to be taught by the three professions. Cautioned that a problem could arise if we tried to harmonize too much.

Mascarenhas: Expressed concern at the rigid core. Are we going to teach all the 9 areas at the same level of intensity?

Jusu-Sheriff: Called fo the core to be written on the board. Each should adopt in accordance with country's needs, according to the 'creature' required at the end of the programme.

Bock: The London discussion was at a generalised level, but when we look at the same at a practical level, problems begin to appear. Time constraint means not everything can be taught, the pressure of practitioners who need more emphasis in their areas of specialization. He suggested a flexible approach which ensured that students had a chance to 'practice' the theory they learnt.

Neill: Market for archivists is too limited, and doubted whether harmonization was valid under these circumstances.

Thorpe: There is a big market for records management. Recently her school was ordered to start a records management course and 1100 applications were received.

Abidi: Expressed the need to look at the development of knowledge in the profession - to train librarians and not include an archives component would be a disservice to the profession.

Jusu-Sheriff: There is still a lack of assessment of the manpower needs of records management staff. Librarians are not very interested in archives. She made a plea for stimulating the development of archives in our countries.

Hüttemann: You can look at harmonization from different angles as the common parts of the three professions, the different levels of training - called for a modular approach. Which direction should future work take?

Mabomba: Wondered why archivists have not been included in Bock's harmonization efforts?

Bock: It was thought easier to include librarians and documentalists, as the common area was 30 - 60 %.

Aiyepeku: His school has included archives in its curricula. Can't talk of profession of information without archivists. Need to design a curriculum for the future so that when archives studies become prominent, it can easily be accomodated.

Ng'ang'a: A brief discussion on what the presentations from the different countries should aim at. (1) State of the art to reveal what is happening; (2) Equivalency; (3) Gaps in present programs.

Country Presentations

Mohamedali/Zambia: Description of courses was given; in Faculty of Education.

Abidi/Uganda: Description of courses. One controversial point: lack of subject management in Post-Graduate course.

Thorpe/Zimbabwe: Description of courses given. Future requirement to convert Diploma to Bachelor degree by an extra year. Point of controverse - no subject knowledge given to students who wish to convert Diploma to Degree.

Mascarenhas/Tanzania: Description of certificate and proposed post-graduate course.

Wesley/Sudan: Description of different types of courses. No coordination.

Jusu-Sheriff/Sierra Leone: Description of course. All part-time staff. Suggested not ideal staffing pattern.

Correa/Senegal: Example of an intergrated curriculum for the 3 professions.

REPORT OF DISCUSSIONS - 25.08.87
Session Chairman: Wilson Aiyepeku
Rapporteur: S.A.H. Abidi

First session of the day started at 9.00 a.m. with announcements from Hüttemann related to housekeeping business. It was followed by the continuation of the transparencies presentations in the following order: Aiyepeku/Nigeria, Bekkari/Morocco, Mabomba/Malawi,

Ng'ang'a/Kenya, Birru/Ethiopia, Neill and Mchombu/Botswana. Each presentation followed a format previously agreed by the participants.

Second session was started at 11.00 a.m. after tea break, with explanation on earlier circular questionnaire by Mr. Bock. It was followed by discussion on the arrangement of the listed topics in the seminar agenda based on the pre-conference colloquium. Mr. Neill suggested the following new arrangement of the topics for deliberations:

1. Concepts of harmonization;
2. Goal and objectives of harmonization;
3. Pre-requisites for harmonization;
4. Harmonized curricula;
5. Resources for implementation.

A long discussion followed in which it was mentioned that the seminar provided an opportunity to relate the harmonization concept to the African situation. It is a right time here to discuss as to how the harmonization objectives can be achieved; the needs for resources versus the equipment, personnel and other related requirements of African training institutions be discussed in the light of harmonization concepts; the employment situation in African countries be also looked into, as it is likely to be subjected to change in the years ahead in the light of harmonized training; the training centres' problems and prospects for successful implementation of harmonization need special consideration; the purpose of the seminar is not to finally design curricula, but to carefully examine as to what immediate needs will arise, once curricula are adjusted in the harmonization concept, especially in terms of staff, laboratory equipment, etc. etc. It was ultimately decided that the representatives from Senegal and Morocco as well as Mr. Bock should give brief presentations on the harmonization concept, adressing the issues of what, why and how of harmonization. The order proposed by Neill was agreed to for the further course of the discussion.

Third session of the day started at 1.45 p.m. with a detailed illustration from the chairman about the expected input of information.

First presentation came from the Senegal representative who referred to Unesco publications on harmonization and international meetings which took place in near past over the theme. She explained that Senegal's adoption of the harmonized approach was in fact an attitudal response to the needs of Senegal and other French-speaking countries. In Senegal the training was started from certificate level and processed through diploma courses to specialized programmes in archival studies and documentation etc. Separate curricula for library science, documentation and archives were found too expensive both economically and professionally in view of the market situation. Consequently, harmonization was adopted in order to produce the workforce 'fit' for any of these institutions.

The representative from Morocco gave her presentation along similar lines. She informed that her school does not have a Dept. of Archives or Dept. of Documentation, but they have three Departments known as: (1) Dept. of Information Research, (2) Dept. of Information Processing and (3) Dept. of Information systems.

Gunter Bock presented a German experience and enumerated various factors responsible for bringing in the harmonization concept. He referred to the economic point of view, the employment market, demand for comparable standards and common grounds in the disciplines of Information, Librarianship and Archives. On the question of 'how' of harmonization, the following points came to light as a result of Gunter Bock's presentation: (1) Curriculum integration, (2) Organizational integration of programmes, (3) Staff integration and (4) Integration of technical equipment.

At this stage the discussion took a turn to common trunk and satellite areas. Two models got crystalized:

A. Common subjects for first and/or second year of training, followed by specialization;
B. Specialization from grassroot with common subjects developing side by side.

Controlling the discussion from being dragged into too many details, it was concluded by consensus that the possibilty of harmonization

did not exist, and that harmonization cropped up not only due to market but also due to other factors like scarcity of resources and developments of knowledge in the disciplines being harmonized etc. etc.

On the question of pre-requisites to harmonization it was agreed that the harmonization of library, information and archives professionals is a desirable element for overall harmonization of training; and that a market survey is a pre-requisite, while future needs consideration is also equally important.

Fourth session after tea break started at 3.55 p.m. with discussion to resolve two issues of common trunk substantive areas. Long discussions on marketing, data bases, records management and conservation led to adjustments and readjustments in the list agreed at the London colloquium. Finally, the deliberations led to the following agreed topics as candidates for harmonization:

- Management and Marketing
- Conservation, Preservation and Records Management
- User Studies and Marketing
- Research Methods
- Information Technology
- Information Retrieval
- Collection Development
- Bibliography
- Introduction to the information professions and information politics.

It was decided to take up the above topics for further discussion on Wednesday, 26.08. and Thursday, 27.08.87.

REPORT OF DISCUSSIONS - 26.08.87
Session Chairman: James Ng'ang'a
Rapporteur: Gladys Jusu-Sheriff

It was agreed that the objective of the curriculum adjustment seminar was to provide guidelines for designing a curriculum and not to design a curriculum. The criteria used for this exercise were therefore the "Learning Units" which included (1) Learning Aims, (2) Contents, (3) Methods, (4) Staff & Technical Equipment, (5) Evaluation and (6) Practical Training; and factors influencing the Learning Units (a) Employment system, (b) Status quo, (c) National private market, (d) National environment, (e) Interests of the traditional professions (Archivists, Librarians, Documentalists), (f) Promotion, (g) Innovations and (h) Existing programmes.

The earlier agreed topics were now examined in relation to the above criteria:

I. Management

1. Management was defined as the principles of management and its application to library, archives and documentation.
2. It was agreed that management could be taught at all levels - certificate, undergraduate and graduate levels keeping the academic level of the students and the local situation in relation to employment into account.
3. Management skills taught to para-professionals may not be limited to an awareness course only, in view of the the roles they may be playing in the various fields in their particular environment.
4. Para-professionals need to know what management is and how to respond to management and how to manage themselves.

II. Conservation, Preservation and Records Management

1. It was agreed that this topic should be taught at all levels, but not as a subject of its own. The need to emphasize tropical factors which affect materials was stressed.

2. That Records Management could be taught for archives as a specialist course and as an option to the other professions to provide a flexible mix as required by the employment system.
3. That students should be made aware of micrographics and other processes as an alternative to preservation. Teachers must refer more complex and technical aspects of preservation and conservation to relevant institutions which could handle them.
4. The need for recognition and utilization of existing specialized courses in the national environment.

III. User Studies

1. It was agreed that this topic could be taught at all levels and to all three professions.
2. Students in the three fields must be aware of user needs and be able to market the services provided through promotion and innovative methods.
3. The ability to communicate at all levels (the use of existing programmes in communication skills, mass communication, written and oral tradion) was stressed.
4. It was felt necessary to devise teaching models co-operatively with communication specialist and information specialists which could provide enrichment in both fields.
5. This subject should not be taught as a single subject.

IV. Research Methods

1. It was agreed that this topic could be taught at all levels and to all three professions.
2. It is intended to inculcate the research process in the student, so as to enable him to know what is research and what is not.
3. To develop an appreciation of the use of numeracy in quantitative analysis.
4. To develop the attitude of problem solving in all aspects of working situations.
5. To develop the research process in relation to local situations and the utilization of local materials.
6. The enable the student to realize that he/she is contributing towards the acquisition of knowledge through the research process.

In the afternoon the participants of the Bonn Seminar visited the DSE Documentation Centre and its Archives.

REPORT OF DISCUSSIONS - 27.08.87
Session Chairman: Wilson Aiyepeku
Rapporteur: Ophelia Mascarenhas

The seminar participants continued to discuss the agreed topics:

V. Information Technology (IT)

1. IT should be seen as a tool for the better handling of the 3 disciplines.
2. Only principles of IT should be taught in the core curriculum; applications of IT should be taught in the context of each discipline.
3. It should be oriented towards the promotion of innovation; we have an obligation to acquaint people with new developments.

After much dabate the participants felt that in the context of the African situation IT should be defined as: "The use of appropriate mechanical/electronic devices to exploit information resources in library, archives and information/documentation centres, and selected for their cost-effective utilisation in information handling".

4. IT should form a subject by itself within the core, permeate each core subject and have specialised training provided for in the core satellite (3 levels).
5. It must be taught at all academic levels.
6. At the theoretical level it must be considered, that which part of IT must be taught to reflect the status quo, and which part of IT must be taught to create awareness.
7. As much "hands on" experience as possible must be given in practical sessions.

VI. Information Retrieval (IR)

1. IR must be considered in two contexts: information tools and retrieval work.
2. IR cannot be taught without reference to "storage". The title of the topic be changed to "Information Storage and Retrieval". Some participants objected this view strongly.
3. The objective should be to teach principles of IR at core level, but with greater emphasis on the detailed techniques at satellite level.

VII. Collection Development (CD)

As a core subject with relevance to all three disciplines CD should have the following objectives:

1. Emphasis on inter-connections between institutions and across disciplines. No single institution can depend on its own resources. Also inter-relationships at international level.
2. Creation of awareness of local capabilities in the production of information, both published and unpublished.
3. Inculcating a responsibilitiy for collecting and making accessible materials generated within their own disciplines/institutions, both inside and outside the country.
4. Orientation towards creating local data bases, including those based on oral traditions.
5. It was agreed that such a course was important for the core curriculum.

VIII. Bibliography

1. Agreed that it should be taught at all levels - Certificate, Undergraduate Diploma and Professional levels. The aim should be: Access to information through bibliographies.
2. There was also a general agreement that the subject should be covered in the following way: core courses to provide a general introduction to various types of bibliographies (how to use them to answer user questions, how to guide users to utilise bibliographies, etc.); and satellite courses to learn about subject-specific bibliographies and how to compile bibliographies in specific disciplines.

IX. Introduction to the Information Professions

Agreed that it was necessary as a foundation course. Should cover the following:

1. Information environment: relationship of the 3 disciplines to other information fields e.g. mass communication, computer science, informatics.
2. Basic principles of information politics at national and international levels e.g. professional ethics, access for all, international exchange of information, etc.
3. History of the 3 disciplines.
4. Terminology of the disciplines.
5. Harmonization concept as it applies to Librarianship, Archival Studies and Information Science.

X. Implementation of harmonization

There are four resources needed for the implementation of harmonization: (1) Staff, (2) Finance, (3) Materials and (4) Training of trainers. Several other aspects of implementation were discussed, like the "institutional status" of a training school. Pros and cons of harmonized or individual programmes being affiliated to a Faculty rather than being a separate independent Institute were discussed. Agreed that there are definite advantages in being part of a Faculty.

1. Staff: There must be at least one full-time teaching staff for any training programme. All staff must have enough interdisciplinary knowledge of the 3 disciplines to teach at core level. However, particularly at diploma and advanced levels, subject specialization is necessary for teaching at satellite level. If all schools do not have specialization in three fields, plans should be initiated how to develop such staff.

2. Funding: Programmes must have their own budgets. Must seek funding within and outside the programme's institution.

3. Materials: Training institutions must have their own training material for information studies programmes. This may be extended to having own laboratories if need arises.

4. Coordination of various progammes: Important to have a standing committee to coordinate, standardise and harmonize education and training programmes at national and regional levels. The example of the Inter-University Council that coordinated University programmes and facilitated subject meetings in East Africa was cited.

REPORT OF SUMMARY - 28.08.87
Session Chairmen: James Ng'ang'a and Wilson Aiyepeku
Rapporteur: Richard Neill

The chairmen noted that the seminar had managed to make concrete the ideas on harmonization that had been discussed in London, and in fact the deliberations had managed to bridge the gap between a very hazy perception of what harmonization meant and what we felt we ought to be attempting to achieve. Early on in the week the keynote paper by Ophelia Mascarenhas had pointed to the lack of clarity at the conclusion of the London colloquium. Mr. Abidi's paper reminded us of the problems we faced in Africa and Gunter Bock's presentation pointed to what had been achived in his own institution.

After the completion of the country reports which outlined the present state of library and information education in Africa the real agenda of the meeting emerged and we were quickly able to agree on a framework in which harmonization could be meaningfully discussed in the context of the realities of library, archives and information science in Africa. By the end of the seminar we thus had a clearer idea of what harmonization was, the pre-requisites to harmonization, and the content and the resources required to implement harmonization.

THE "BID" MODEL TEST OF THE POLYTECHNIC OF HANOVER: PRINCIPLES; STRUCTURES, SOLUTIONS AND PROBLEMS OF NEW STUDIES IN THE FIELD OF LIBRARIANSHIP, INFORMATION AND DOCUMENTATION

by G. Bock

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From Summer 1978 to the beginning of 1986, the Polytechnic of Hanover conducted a pilot project entitled "The Conception and Development of Degree Programmes in the Fields of Librarianship, Information and Documentation (LID) (Modellversuch BID)". The pilot project was financed by the Federal Ministry for Education and Research and by the Minister of Science and Art of the State of Lower Saxony.

On the one hand, the results of this pilot project were to be realized and tested in the form of a new department of the Polytechnic of Hanover; on the other hand, the pilot project was to be conducted in such a way that the results could be incorporated by corresponding institutions of higher education in all states of the Federal Republic of Germany. Both of these goals have been achieved; at the Polytechnic of Hanover, a new department was established which can accomodate up to 350 students. Important results of the pilot project have been incorporated directly or in modified form by a number of institutions of higher education, for instance, the Polytechnics of Darmstadt, Hamburg and Stuttgart.

1. Goals

The pilot project consisted primarily of five areas of focus:

(1) The education of certified librarians (Diplom-Bibliothekare) was

to be transferred quantitatively to the polytechnic level and should be modified in respect of changes in the professional field. The grade of certified librarians had been established, in academic and research libraries of the Federal Republic of Germany, between the so-called middle-level civil-service library workers and the academic librarians and represents the backbone of academic and research libraries. In the Federal Republic of Germany, polytechnics function in addition to universities, and educate their students on average for seven semesters (three and a half years) with an emphasis on practical training in specific professional activities. In Lower Saxony, for example, approximately a quarter of all higher-education students are enrolled at polytechnics.

(2) In accordance with the 1975 Information and Documentation Programme of the Federal Government, training for the profession of documentalist - which had previously been neglected in the Federal Republic - was to be expanded immediately. The pilot project had the goal of developing degree programmes in the areas of information and documentation activities (I & D) which could be integrated into the existing curricula stuctures of higher-education institutions and would also satisfy the needs especially of the private, that is, the non civil-service, employers.

(3) In planning the new courses of study for these degree programmes, cooperation among the various "LID" (BID) areas was to be especially intensified. For example, in future librarians should be able to cooperate with institutions concerned with documentation and documentalists of the larger, subject-oriented information centres and similarly, with academic libraries.

(4) On the basis of the results of planning the pilot project LID, the newly developed degree programmes would be realized in a newly developed department at the Polytechnic of Hanover. These courses of study (degree programmes) would be tested for their practicality, continuously evaluated and further developed to the end of the time period set for the pilot project.

(5) The pilot project should promote innovations in the area of librarian and documentalist training. For this, the various develop-

ments in the LID areas should be analyzed and their relevance for future professional education determined. From the myriad of phenomena, only a few premises are listed here as examples.

- Bibliographic documentation has lost its historically determined special status and has become a special area within the documentation of objects and data. Database technology is increasingly becoming accepted as a fundamental tool for all information-related professions. LID-training must integrate the knowledge-based systems of the future. The entire structure of information processing is to be included in the training to a greater degree.
- The "interface competency", that is, customer- and system-tailored information transfer, is of growing significance. Communicative abilities have to be developed systematically; basic knowledge of communication science has to be added to the training programmes. Furthermore, perceptual and analytical abilities, the ability to clarify problems within the dialogue between information broker and user, and the ability to conduct directed discussions, all must be systematically promoted within the training programmes.
- Information technology must be conveyed via both theory and practice, taking the newest developments into account. The focal point, however, is not the operation of data processing equipment, but rather the conceptual processing of information and implementation of the necessary technical tools. Mastery of information technology does not mean here the traditional data processing training, but rather the mastery of the underlying concepts and the organizational techniques of data and information processing.

2. Results

From the wide spectrum of results evolving out of this pilot project during the seven years period, only a few can be mentioned here.

Definition of the LID professional fields

The first phase of the pilot project involved defining the relevant LID professional activities. The following ten areas were defined and analyzed in detail.

(1) Academic and research librarianship;
(2) Public librarianship;
(3) Special libraries of research and teaching institutions, including administrative libraries;
(4) Scientific and technical information and documentation;
(5) Information and documentation in the biosciences, including statistics;
(6) Managerial information;
(7) Information systems belonging to public administration;
(8) Archival activities;
(9) Museum information and documentation;
(10) Information and science.

3. The integration concept

In view of the heterogeneity of these LID areas, the first task was to determine how the training for the various fields should be constructed in order that the graduates be fully qualified for the corresponding professional field on the one hand and, on the other hand, be able to cooperate with the most diverse LID areas. The solution which evolved is the so-called "integration concept". Four levels of integration were planned:

(1) Curricular integration: A core of knowledge was defined which was to be obligatory for students of all the degree programmes.

(2) Organizational integration of the degree programmes: A series of theoretical and practice-oriented segments of study were defined. For example, it was determined that each student should complete not only a six months "long" practicum, but also a two months "short" practicum in an institution outside the chosen course of study. Thus, librarians gain practical experience in documentation centres and vice versa.

(3) Staff integration: Cooperation among the LID professional areas was also to be promoted through staff integration. The instructors for the newly established Department of Librianship, Information and Documentation were to represent the widest possible spectrum of LID professional activities.

(4) Integration of technical equipment: Finally, integration and innovation should be furthered through common use and application of the technical equipment resources of the new department. The use of modern information technology shows the greatest level of advancement in the medical and pharmaceutical sectors; it was decided that the LID area which is most extensively developed should contribute to the productivity of the others.

4. Establishing the degree programmes

After the above-mentioned ten professional areas of activity relevant for the pilot project had been defined and analyzed, the remaining question concerned which of these areas of professional acitivity should be established as a degree programme. A broad overview of the librarian and documentalist training content with respect to the ten LID areas of professional activity had already shown that these could not be adequately covered in a single degree programme. Thus, at the outset four degree programmes were established.

Academic librarianship, including special librarianship

To ensure future generations of librarians for the Northern German area, certified librarians for academic and research libraries of a general nature were to be educated. At the same time, training for the requirements of special libraries was also to be taken into consideration. In addition to the broad library-oriented training, fundamental documentation content was also to be taught. Similarly, comprehensive knowledge of information technology should also be included. This would qualify the library graduates, for instance, to work in software firms, where a new job market for librarians is opening up.

Public librarianship

A degree programme for public librarianship was also to be developed with special consideration to the application of modern information technology. Furthermore, fundamental documentation content was also to be included, since at a time of ever increasing importance and application of databases, even public libraries want to offer qualified services in this area.

General documentation

The "all-round" documentalist was to be trained for employment in all places where various information is collected, structured, stored, processed and made availabe. The areas of employment for documentalists should extend from subject-oriented information centres for specific literature, databases, videotext agencies and organizational information management to international scientific-technical networks.

Bioscience documentation

The certified documentalist with emphasis in the biosciences should be trained for employment in university clinics, medical research institutions, cancer research centres, environmental protection institutions - in general, all institutions belonging to the biosciences. Various possibilities of employment in the pharmaceutical industry have also been taken into account. The emphasis of this training is on the collection, classification, storage and processing of literature and data, including also literature searching and management of subject-oriented libraries. In the pharmaceutical industry, the focus is placed specifically on literature documentation, classification of medical substances and the planning, conduction, and statistical evaluation of animal experiments, as well as of clinical studies within the context of testing pharmaceutical substances.

5. The LID curriculum

A great part of the planning concentrated on the development of the LID curriculum. The LID curriculum for these four degree pro-

grammes consists of twenty-one broad subject areas, which are then broken down into a total of 160 study units. The curriculum was constructed in such a way that for each area, five interdisciplinary study areas were emphasized as follows.

(1) Librarian and documentalist training content of a general nature was offered to all students on the various degree programmes with the goal of establishing a common foundation of information science knowledge. These were mandatory courses.

(2) Specific librarian content which was mandatory for students of the librarian degree programmes, but which could also be selected by students of the other degree programmes who wished to include an additional library-oriented emphasis in their training.

(3) Specific documentalist content. This included study units which are mandatory for documentalist degree programmes, although they can also be chosen as electives by students in the librarians' degree programmes.

(4) Subject-oriented study units which are of special interest for the individual degree programmes such as foundation knowledge of the biosciences, including medicine, for the documentalist degree programme in the biosciences. This area also included other subject disciplines which the students of other degree programmes could select as subject specializations, such as the humanities, the social sciences or individual natural or engineering sciences.

(5) Foreign language study units. The pilot project placed great emphasis on offering the LID students a broad spectrum of foreign language knowledge for the future. This does not mean training for active foreign language abilities, but training for passive knowledge of foreign languages in order to deal with literature, data, facts, etc. In addition to English, which must be mastered by all LID students, the student has to choose one or two additional foreign languages, according to individual interests.

6. Organization of the degree programmes

Due to the various requirements of the higher education and civil service regulations as well as the demands of subject area and the professional level, the degree programmes were organized as shown in Table 1.

Table 1
LID-model study sequence.

Semester	Librarianship degree programme	Documentalist degree programme
1st	Study at the FH	Study at the FH
2nd	Study at the FH	Study at the FH
	Intermediate examination "Vordiplom"	
3rd	Six months "long" practicum	Study at the FH
4th	Study at the FH and three months "short" practicum	Six month "long" practicum
5th	Study at the FH	Study at the FH
6th	Study at the FH	Study at the FH
7th	Study at the FH and certification examination "Diploma"	Study at the FH and certification examination "Diploma"

All four degree programmes are based on seven semesters of study which are divided into two semesters of foundation study and five semesters of specific study. The fifth and sixth semesters comprise the so-called "project"; that is, during an entire year of study, one day a week is reserved for the preparation of a practical project in

an external library or documentation centre. This project represents an integral component in addition to other innovative didactic methods of teaching at institutions of higher education. Project work means that small groups of at most fifteen students work on a practical problem under the direction of an experienced instructor on-site in a library or an information and documentation centre. Examples of some of the projects which have been completed include:

- conversion of the conventional catalogue entries of a Hanover library to online cataloguing using modern systems programming;
- empirical research on the information behaviour of instructors and students in the LID Department. Based on this research, an online information centre was planned and put into operation within the LID Department.

The seventh semester of the degree programmes is dedicated primarily to examinations and examination preparation. The projects of the various groups are completed, the students take their last subject-oriented examinations and they write their degree thesis during a three-month time period.

As already indicated, great importance has been attributed to the practical training segments. The entire third semester consists of a six months practicum, that is, the student spends half a year in one or two institutions to gain practical experience. The fourth semester has been somewhat shortened. In the remaining time, as well as in the following weeks in which no course attendance is required, the student has the so-called three months or "short" practicum.

7. Relationship to the professional field

The pilot project places an especially high value on the practical orientation of the training programmes. In addition to the two integrated practica comprising a total of nine months, considerable participation in practice-oriented activities takes place during the entire course of study. This means that the student is often involved with many course activities in the newly designed laboratories belonging to the Department. This provides added practical experience and

often also means working directly with one's hands. The following training laboratories have been developed and set up to accompany the various courses of study in the degree programmes:

(1) a Teaching and Training Library, as well as Documentation Training Centre,
(2) Online Training Centre,
(3) Computer Laboratory,
(4) Bookbinding and Book Restoration Workshop,
(5) Reprographical and Print Workshop,
(6) Bio-Laboratory.

The Teaching and Training Library fulfils several functions. As a study or departmental library, it provides the necessary literature for the students and instructors of the Department. It also provides information retrieval and processing for those belonging to the Department. As a teaching library it functions in the sense of a practice library to augment the students' practical training. For example, in the library online cataloguing is practised using the Library's own collection.

In 1985, The Senate of the Polytechnic of Hanover decided that the library of the Department of Librarianship, Information and Documentation (BID) would also take over the functions of a central library for the direction and administration of five separate departmental branch libraries. Thereby it assumed total literature and information provision for the faculty of 180 professors and instructors as well as for the 4.200 students in sexteen degree programmes. The new Central Library is currently planning a dataprocessing-supported library system for the Polytechnic which will include all the branch libraries.

The Documentation Training Centre of the Department of Librarianship, Information and Documentation serves both the learning and practical needs of fundamental documentalist activities and provides simulation of complex procedures in I & D institutions. For example, conventional storage of documentation units and authors as well as special files for corporate bodies, journals, I & D centres, etc., have been developed. The necessary work procedures for this pro-

cessing are to be planned and carried out by the students themselves, if possible, and with the use of the most modern dataprocessing-supported storage possibilities.

The Online Laboratory Training Centre provides training in online information processing. Although the fundamentals of retrieval theory and practice are introduced, practice-oriented work at the terminal is emphasized. Furthermore, the Department has online access to a large number of national and international databases; thus, training occurs under real conditions. For this purpose, two minicomputers and a numer of microcomputers are available for online searching.

In the last few years, the Engineering Department with its 2,200 students has become aware of the online activities of the LID Department. There were repeated requests as to whether the information retrieval unit of the LID Department could also do searches for professors and students of other degree programmes, especially for those beginning their diploma thesis and for updating courses for professors. Moreover, a strong interest in the modern methods of machine-readable literature provision had evolved. As a result, the LID Department developed and tested study programmes in modern methods of literature and information retrieval in the engineering sciences under the auspices of a research project financed by the Federal Ministry of Research and Technology. The emphasis of these study programmes was on online information retrieval. In recent semesters, the director of this research project has already conducted courses with an emphasis on practical online searching for students in engineering degree programmes.

Two months ago, the Polytechnic of Hanover established the first subject-oriented information retrieval centre in a Lower-Saxony institution of higher education. This centre has one academic member of staff, an administrative secretary and an annual budget of DM 40,000 for research costs at its disposal. Information retrieval through this Centre is available to all members of the Polytechnic of Hanover. It is also intended to support especially researchers of technology transfer at the Polytechnic of Hanover and professors who serve as economic consultants to business companies. Furthermore, additional elective courses in the degree programmes for en-

gineering sciences are being considered which focus on modern literature and information retrieval. Should these courses be accepted in the engineering sciences, an LID-focus may be offered to interested engineers in the future.

The Computer Laboratory of the LID Department serves to promote practical data processing training including, for instance, the operation of equipment, input, text improvement and execution of programmes, file structure, definition and realization of data structures, development of input- and output-format, and search strategies, as well as the structure of and connection to external databases.

In the Bookbinding and Restoration Workshop, the student learns all aspects of work connected with bookbinding, as well as prophylactic book preservation. The Bookbinding and Restoration Workshop is also responsible for binding the Department's library collection. The Print and Reprography Workshop possesses a complete set of printing and reprography equipment with which all information-related services can be produced.

The Bio-Laboratory provides practical training in the fundamentals of biosciences.

The various workshops of the Department have been conceived of and intentionally combined as one system of laboratories which can be drawn upon for learning purposes as well as for carrying out specific services and tasks for the Department and for the Polytechnic.

8. Cooperation with foreign institutions of higher education

From the very beginning of the pilot project, cooperation with foreign institutions was nurtured. For example, an exemplary bilingual cooperation agreement with the college of Librarianship Wales was developed. Under this cooperative agreement, approximately thirty students from the LID Department in Hanover have so far been able to undertake their three months "short" practicum in British LID institutions. In the evaluation of these practicum experiences, both sides have reached positive conclusions. Most recently, the first

student of the College of Librarianship Wales arrived to study and to obtain practical experience in Hanover. Cooperation with France also takes place.

9. Utilizing the results of the pilot project

As the previous statements have already shown, the results of this pilot project have been realized in the establishment of the new department at the Polytechnic of Hanover during the first half of the 1980s. At present, this Department comprises twenty-two full-time staff, including eleven professors, four subject instructors and seven non-academic staff. Forty additional lecturers also give courses in the Department. Approximately three hundred students are currently entrolled in the Department. The future financing of the Department has been fully guaranteed, and all of the above-mentioned laboratories have been fully developed as planned.

10. Evaluation

Generally, it can be concluded that the pilot project LID has proved itself successful. In the opinion of especially the libraries of Lower Saxony, we have succeeded in constructing a training programme for certified librarians which meets the demands of the modern professional world. The professional training received in the LID Department promotes innovation and is considered to be a successful parallel development of the structure of the nationally-recognized, pacesetting Library Computer Centre in Göttingen.

In the course of time, the documentalist courses of study have now been accepted by the profession and students. They have been integrated into the curriculum of institutions of higher education and for the first time lead to state-recognized certification upon completion of the higher education degree programmes at these institutions.

The number of applicants proves that this new department is extraordinarily attractive to students. Currently, there are approximately five hundred applications annually for one hundred places on the

degree programmes. The professional outlook differs for the various degree graduates. Though graduating librarians do not immediately find their ideal job due to the unfavourable financial situation in the civil service, all find jobs. For the documentalist graduates, professional chances are good to very good. The outlook for documentalists in the biosciences is especially favourable as the pharmaceutical industry and the institutions dealing in medical informatics want us to double or even triple our capacities.

The "integrated study concept", which is the central point of the LID pilot project, has demonstrated its value. This is all the more evident as several polytechnics in the Federal Republic of Germany have assimilated the Lower-Saxony training concepts or are currently adding them to their curricula.

Naturally, there are also problems. Combined training in a single department for such a heterogeneous area which includes general academic libraries and documentation institutions of the most diverse kind as well as institutions for medical informatics clearly promotes reduction of the barriers between the various LID professional fields. The heterogeneity of the instructional staff, which has been recruited from the widest possible span of LID activity areas, also has its problematic reverse side. It is not always easy to make clear to professors of librarianship that modern training for librarianship implies considerable training in the area of modern information technologies and that this education must be conveyed within a very limited period of study - often at the cost of traditional study content. On the other hand, medical informationalists do not always understand immediately that a broad training for the area of documentation in the biosciences also requires study units of considerable size in the area of literature documentation, especially in the areas of formal cataloguing, classification, and subject bibliography. Surely, it is easier and more comfortable when librarians and documentalists offer their training curricula independent of one another. Thus, it is the task of the director of the institution of higher learning to make a continuous, active effort to coordinate the egotism within the individual professional areas to serve the interests of an interdisciplinary training in the information sciences. The training

concept developed in Hanover implies an above-average staff of instructors who are open to new ideas and are willing to make efforts to confront and concern themselves with contemporary developments in the entire LID field.

Note: The detailed "LID-Curriculum" was published in: The Infrastructure of an Information Society. Proceedings of the First International Information Conference in Egypt, Cairo, 13. - 15. December, 1982. Edited by El-Hadidy. North Holland, Amsterdam, 1986, p. 206 - 218.

SOME REFLECTIONS ON THE LONDON COLLOQUIUM

by O. Mascarenhas

Introduction

In Russell Bowden's own words "IFLA has been working towards an International Colloquium on library and education training since 1979" (Bowden, 1987). Major conferences held subsequently have emphasised the need to consider a soul-searching look into the current training programmes for librarians, information scientists and archivists (see for instance UNESCO Pre-IFLA Conference Seminars held in Manila 1980, and in Nairobi, 1984).

In any educational institution and programme, curricula always need revision, modifications and adjustments. At the academic/professional level such changes have to take into account new trends and literature in the field. At the more practical level, educational institutions and programmes have to make adjustments that reflect a concern with and response to new needs and challenges. (New in this case can also mean newly identified, newly realised). In turn this concern and response has to be reflected in the quality of the end product - the students who go out into the real world outside the classrooms and have to meet national, community and individual needs.

Economic resources worldwide are getting scarce vis-a-vis national needs. This is particularly true in the developing countries which have a long and complex series of critical needs and priorities in inverse proportion to the resources available to meet them. Therefore, unless library and information services are relevant to the process of development and unless librarians and information scientists can participate in the strategies for development, it is likely that information and library services will be relegated further and further to the periphery of national priorities. In turn this will have two effects: a) the developing world will lose one of its most important resources (out of the four resources: land, labour, technology and information), namely information; and b) the library and

information services as we know them will be obsolete, a relic in an changing society.

The concern with curriculum adjustments for library education and training therefore comes at an opportune time. It is necessary to examine current library training programmes and to see to what extent they are relevant/irrelevant to current trends of development and to make adjustments where necessary. The recent series of Conferences/Seminars/Meeting of experts on education and training of librarians and information scientists have focussed on a specific approach, namely, a harmonization of training programmes for librarians, information scientists and archivists. The essence of harmonization is to identify a core curriculum for all three disciplines which will constitute an appropriate commonality of knowledge, with the more specialised needs of each discipline being taken care of through satellite courses (Saunders, 1987).

The preparatory work of IFLA/UNESCO and related organisations culminated in a recent pre-IFLA Conference International Colloquium on Harmonization held in London, August 9 - 15, 1987. The aims of the London Colloquium were given as:

- to make further progress in considering how to overcome the problems related to the harmonization of educational curricula for library, information science and archive work;
- to consider the problems in implementing the results of the seminars held in the three regions of Africa, Asia, Latin America and the Carribean;
- to consider problems in implementing the recommendations in the three areas of professional practice;
- to identify further barriers to progress;
- to advise the three NGO's on further action.

Fortunately, although the aims seem to imply that the participants had to discuss and solve problems, the discussions themselves centred around the subjects that should constitute the core. Nine (9) subjects were identified as appropriate to constitute the core:

Management/Preservation and Conservation/Audio-Visual Materials and Non-Book Materials/Records Management/Information Technology/User Studies/Research Methods/Marketing/Evaluation of Information Systems and Services.

Furthermore it was recommended that for each course the following considerations should be taken into account:

- academic level: each topic should be treated at appropriate level, paraprofessional, first professional, or advanced;
- theory and practice: a balance should be maintained which in turn will be affected by the subject and the academic level;
- environment: all international action should be flexible enough to be adaptable to different political, social, economic and cultural contexts;
- modular approach: a modular approach to curriculum development/design should be adopted to allow identification of teaching aids appropriate to each module.

Lastly the Colloquium recommended the need to consider the following: a) Education and retraining of teachers in library, information and archives personnel; and b) Equivalency of qualifications and reciprocity of qualifications.

Validity of Harmonization to Developing Countries

The participants generally agreed that the approach of harmonization was useful and important. However, many felt that in developing countries the divisions between the three disciplines were blurred. The concept of core and satellite was readily accepted as an approach to provide a more relevant training programme for situations where the times were indeed blurred. For instance, records management was necessary because librarians were also called upon to deal with documents/records. In other cases, the core was accepted in order to improve the quality of library and information services.

User Studies were accepted as important so as to train library personnel to re-orient themselves from being guardian of materials to information disseminators. Therefore, techniques for identifying information needs of users and potential users were considered to be important at all levels of the profession and in all the three disciplines. The approach of harmonization was therefore applicable but not necessarily the reasons.

Similarly the core should not be considered "inviolate". The 9-subject core was pre-set by the Colloquium as the most common of subjects across the three disciplines. However, some serious omissions were apparent. In most developing countries we are concerned with obtaining resources from abroad. Collection of local materials is also very underdeveloped. It therefore seems unconceivable that there was no mention of collection building and management. Personally I would like to see among the core subjects, one that covers the following to constitute a comprehensive course on collection building and management:

- knowledge of institutions that generate information locally (applicable to all three disciplines);
- resource sharing through union catalogues (should be of interest to all disciplines);
- the compilation of national databases;
- the local publishing industry;
- compilation of directories of experts;
- problems of obtaining external resources for information centres and libraries and how to deal with them;
- cataloguing and classification.

The approach of harmonization should thus be considered as way of adjusting current training programmes but keeping in mind very clear the objectives of the training programmes and the level of development of the three disciplines.

Problems of Implementation

Some concern was expressed about the implementation of harmonization. In this context it is perhaps significant to note that the aims of the Colloquium were given as mainly to resolve "problems" and "remove barriers". The fact that harmonization has not been put into effect in many countries since it was first proposed in 1979 perhaps illustrates the difficulties involved.

The question was starkly highlighted when the Latin American group wanted to include in the harmonization of training programmes also the subject museology. A compromise was reached that basically set out the principle that new disciplines should be added as and when the discipline is fully developed and there is a felt need to include it in the harmonization process.

This same principle should be applied in implementing the harmonization of librarianship, information sciences and archival studies. One possible method is a system of weighting. Some subjects in the core should be given more weight to reflect the developmental stage of the disciplines and economic realities. Those with less weight could be combined to form full courses. For instance, in the early stages of development of the information field, such subjects as Management, User Studies and Collection Development are likely to have greater emphasis than the more technical subjects. The latter could be combined e.g. Audiovisual Materials and Information Technology. Later as the disciplines develop and there is more need for specialists one would have to think of each subject as a course in itself. In addition, provision will have to be made for satellites in each of these three disciplines. Finally, as the three disciplines develop fully the core itself may have to be narrowed to cater for broader satellites, each also with its own core (core-satellites).

Harmonization should thus be seen as a process that reflects the needs of three disciplines at their stage of development and the objectives of the training programmes.

Working out a curriculum

Here the approach suggested by the Colloquium, the modular approach, appears to be the most appropriate. This will also enable these involved in designing curricula to incorporate harmonization as a process. It will thus enable them to:

- devise core and satellite programmes for each subject;
- distinguish between the three levels of training;
- incorporate both depth and scope for each subject.

These reflections on the London Colloquium proceedings and results should serve as an introduction to the elaborations during the Bonn seminar.

CURRICULUM ADJUSTMENT ISSUES FOR LIBRARY AND INFORMATION TRAINING PROGRAMMES IN AFRICA

by S.A.H. Abidi

Introduction

Problems of Africa, if looked at from African eyes, are likely to indicate more realistic findings and revealing in-sight than the results of investigations carried out with no African experience. This is very much pertinent to the curriculum issues of library and information training in Africa, development and success of which should be considered in the light of the strict local factors viz needs of profession and employment market, trends of research, status of information science practice, special responsibilities of library and information training centres in developing countries and lastly the general social context.

Issues and Challenges

No common standard curriculum can be workable on international level. Even in one country different regions may have a valid argument to introduce regional priorities and options. Perhaps Sudan and Nigeria may be good examples for this case.

The educationists concerned with teaching and learning activities aimed at positive educational ends, discussing various effective models from philosophical, psychological and sociological approaches, have one common objective - to produce a motivated knowledgeable and mature person good for the society. It should be a justified argument to add here that the implications of training should not be exclusively tied up with todays needs. The near future requirements and far future forecasts must figure conspecously in worthwhile syllabi. To put it in concrets terms one may suggest the following classification of the syllabus content based on time consideration:

- Present day needs: 70 %;
- Near future requirements: 20 %;
- Future development forecast: 10 %.

The regular review of the curricula is essential and it should take careful account of the scale of social development in the country as well as the changing nature of the discipline.

Africa today needs switching over from the existing subject oriented tradition to the problem oriented system of education and training. This policy can bring relief to devastating African economies in the wake of the increasing cost of maintaining higher education institutions. The braindrain from developing African countries can be checked this way and the problem of the frustration of foreign trained local specialists can also be subsided at least partially. The system will need more and more emphasis on research in the locally relevant aspects of every opted discipline.

An African information worker needs as a basic requirement a good social attachement on top of the breadth of educational experience.

African professionals are well aware of the challenges to the traditional methods of information control. They appreciate the implications of automation, but the commitment to automation needs justification based on information needs, volume of research, financial capability and sound back up services. Where this justification is proved, any hesitation or delay in adopting modern technology may be disastrous. However in the absence of proved justification a step towards mechanisation will still be needed so as not to lag far behind the rest of the world. Both situations demand for training in modern information processing techniques. However the degree of advancement may differ from institution to institution or say from country to country.

Another important challenge to an African library information professional is that of accepting responsibility immediately after qualifiying. He does not have to wait for obtaining a licence before starting independent library practice. He does not have to spend time on internship. The library training institutions in Africa have therefore to design their programmes with sufficient emphasis on practical training, and have to organise adequate continuing activities.

Book industry in Africa leaves a lot to be desired. Some countries depend on book donations up to an extent that their people read what others wish them to read, and cannot find what they themselves would prefer to read. If part of these book donations is diverted to the establishment of a publishing industry, the African countries will be able to get more books by way of exchange and will be able to purchase more from abroad out of their profits. The library and information training institutions in Africa therefore have a natural responsibility to produce manpower for book industry.

The need for proper establishment of archives and registries in Africa was realised late due to obvious historical reasons. In pre-independence period all important local records used to be taken to the headquarters of the colonial authority. Today an African researcher engaged in investigation pertaining to his own country's problem has to travel overseas to find relevant records. Independent African countries have therefore, a natural responsibility to store, organise and protect their records. Library and information training institutions in Africa cannot ignore their duty of providing training facilities for archival administration and organisation, as well as records management.

Library and information training institutions in Africa do carry special research responsibilities. Not only that a research methodology component should appear in the syllabi, it is important to conduct proper field research in the information needs of the society so that an "open professional" relevant to the community needs, an administrator, manager, teacher, housekeeper, leader and at the same time a technical expert with considerate, flexible and friendly attitudes can be produced.

An information worker in an African society has to meet exceptional demands and extensive responsibilities due to almost total absence of other social insititutions in the rural areas.

Harmonization efforts

Examination of the syllabi from selected African library and information training institutions shows that many useful courses common and relevant to the African situation do appear in a distinct form. The names and size of these courses may not always be similar but the content. These courses are in the areas of Library & Community, African literature, African bibliography, Media resources, Records Management & Archives. However a number of courses which should be rated too low on priority scale do appear, making the syllabi unnecessarily demanding.

The duration of training programmes and other syllabi related issues at African library and information training centres have been a topic of great concern to professionals. A number of attempts for harmonization have been made. In 1974 a Conference of the Directors of African Library Schools was held in Dakar (Senegal) under the sponsorship of Unesco. The Conference made a number of useful recommendations concerning the common problems of training, staff exchange, duration and levels of training programmes and courses of studies etc. etc. As a result of this meeting a 'Standing Conference of African Library Schools' came into existence. The 1978 meeting (Ibadan, Nigeria), of the Standing Conference of African Library Schools was the first and the last meeting, hence the end of one harmonization effort.

On the East African scene a more serious attempt was made by the German Foundation for International Development (DSE) through the Coordinating Centre for Regional Information Training (CRIT) which commissioned the author of this paper to collect data on library training programmes in Eastern Africa. Subsequently the study, "Improving library and information training facilities in Eastern Africa" was published by the DSE. The Abidi/Seeger/Wersig report which DSE brought out later, examined and analysed the syllabi of the training programmes and recommended an Information Science component in a redesigned format of the syllabi. The Abidi/Seeger/Wersig report paid careful consideration to the problems of teaching

aids and training of trainers. A follow-up meeting was held in Dar-es-Salaam in 1980 under DSE sponsorship to discuss the recommendations of this report. This meeting recommended a short term and long term plan of action in the form of Resolutions and Recommendations. The DSE contribution in producing "Readers" was in fact the outcome of one of the recommendations of this meeting. However like many policy reforms which go without implementation and the projects which are abandoned half way, these efforts got stuck very near the point of realisation.

Restructuring of Syllabi

A close look at the existing courses being followed in African library training schools gives an impression that there is a strong will to accept changing philosophies. The libarianship which dominates the training programmes is concerned with the establishment of a collection, its organisation and administration. Quite obviously it is a fundamental need of African institutions and society. The information science on the contrary is concerned with giving references to materials which the information institution does not necessarily collect and catalogue. This is actually a two step process: reference provided by one institution and material provided by some other. In other words information work may be a collection-independent activity, making use of secondary sources, adaptation to user needs and so on. Thus the philosophies of librarianship and information science differ from each other.

However, in the African situation the possibility of complete partition of the librarianship profession and information profession may not be too feasible for some time. Although it is easier to design an independent curriculum for information science yet what is actually needed is a compromise to be introduced in the existing curriculum structures so that the interest of the library profession has a safeguard. The African librarianship needs a logistical training programme to cover theoretical analysis and practical solutions of local information problems, as described in my article "African Librarian-

ship" in: Journal of Ugandan Libraries, Vol. 6, No. 2, July 1984, p. 5 - 16.

Proposed BLIS Programme at the EASL

In view of the special needs of Africa as discussed above, the East African School of Librarianship (EASL) has suggested the following topics along with others under the "Foundations of Library and Information work" course for a proposed Bachelor of Library and Information Science (BLIS) programme:

- Library movement in Africa and outside world;
- Information needs of Uganda;
- Information policy and system for Uganda;
- Critical appraisal of the existing information institutions in Uganda;
- Problems and prospects of research coordination in Uganda;
- Information for rural development of Uganda.

Besides the two general academic subjects it has been proposed to introduce the following courses along with other common core subjects:

- Book Industry (covering Publishing, Editing & Booktrade);
- Records management, Archival studies and Reprography;
- Information aids, Information work and Organisation of Information Service Dept.;
- Computer-based information systems;
- Media Librarianship & Organisation of Audio-visual programmes.

A field research project will be a part of the course requirements.

Conclusion

It is absolutely essential that the Information Science element is introduced with increased emphasis in the existing structure of syl-

labi. This 'increased emphasis' should be guided by the country's demand for information specialists. In actual fact, the main problem of library and information training centres in Africa is the lack of financial resources as a result of which teaching methods cannot be improved and teaching material cannot be adequately provided. There is a need to organise training laboratories provided with adequate information technology equipment. The libraries attached to these institutions also need development. The chalk and talk method is required to be replaced by other modern teaching techniques supported with audio-visual and practical training aids. The field research training has to be made part of normal requirements. Last but not least is the need for strenghtening the staff development programmes of the library & information training schools.

SYNOPSIS OF EXISTING AND PROJECTED TRAINING PROGRAMMES IN THE FIELD OF INFORMATION STUDIES AT SELECTED AFRICAN INSTITUTIONS

by G. Bock

Introduction:

The pariticipants of the DSE Post-conference seminar on "Curriculum Adjustments in Information Studies Training Programmes" which took place in Bonn from 24th to 28th August, 1987, unanimously agreed that an overview of the currently existing training programmes and those projected for the next two years should be produced first in order to provide a basis for the discussion of the harmonization of African training programmes in the field of librarianship, archival studies and information/documentation science. The seminar participants approved a suggestion tabled by Antoinette Correa and Gunter Bock to investigate the training programmes according to the following criteria:

- institution (name, address, parent body);
- title of training programme;
- short description of objectives;
- main contents/subjects/courses;
- entry requirements;
- intake (per year);
- duration of study (in months, semesters or years);
- number of full-time staff;
- number of part-time staff;
- ratio: full-time staff to students;
- number of in-class lessons (per students);
- language of instruction;
- forms of training;
- technical equipment (laboratories);
- evaluation/assessment;
- comments.

The survey does not include all African countries with information studies programmes. The following 13 countries have been considered (in alphabetical order): Botswana, Ethiopia, Kenya, Malawi, Morocco, Nigeria, Senegal, Sierra Leone, Sudan, Tanzania, Uganda, Zambia and Zimbabwe. Other countries like Algeria, Benin, Egypt, Ghana, Lybia, Niger, Tunisia and Zaire which have, according to the International Guide to Library and Information Science, got training institutions in this field, have been left out of the survey, simply because there were no representatives of them in the Bonn seminar.

Collection of Data:

The participants of the Bonn seminar (refer Annex I) filled a questionnaire during the first two days of the meetings. These questionnaires formed the basis for the synopsis of the following 78 pages. Although all participants remarked that the questioned criteria left no doubts, the analysis of the data proved several imperfections and obscurities:

1. Not all paricipants made statements on all criteria, partly because the respective facts were not available whilst in Bonn.
2. The statements to "main contents/subjects/courses" are differing. Some participants named the main course contents as agreed in the criterion, others made exhaustive listings.
3. Some participants gave additional information regarding the "duration of study", stating full-time or part-time studies. This additional information is, however, reflected in the synopsis because of the value for the survey, but it is not complete.
4. In their statements to "full-time staff" and "part-time staff" the majority of the participants named the overall number of lecturers at their instiutions. Some participants, however, divided the number of the staff according to the different training programmes offered at their institutions. The data are, therefore, not fully comparable.
5. The same argument applies to the criterion "ratio: full-time staff to student". Here the majority of the participants related the

overall number of lecturers to the number of students per training programme offered at a given institution. Others divided the number of lecturers by the number of training programmes and then determined the relationship between staff and students. In one case it is additionally unclear if the participant divided the students of a particular training programme by groups and then stated the ratio of staff to students. Thus, all data must be seen with certain reservations.

The compilers of the synopsis have principally followed the statements of the participants in the questionnaires. Cancellations have been made to a very limited extent; for example if the data were not retrievable due to unclear handwriting etc.

There was no time to ask paricipants by mail to control and correct the information given during the Bonn seminar. In spite of the imperfections of some data, the compilers believe that the synopsis constitutes an informative basis for the ongoing discussion of harmonization of training programmes at African institutions in this field. Even a brief comparison of the training programmes offered shows that there are considerable differences between the various countries regarding the number of courses, the personnel and material resources and the duration of studies. This leads to assume that there are also differences in the quality and the level of the training programmes. These differences are partly explained by the fact that some training institutions function as "regional schools" and are, consequently, better equipped than smaller institutions.

Results of the survey:

Each double page of the following 78 pages represents one particular training programme in the field of librarianship, archival studies and information/documentation science offered at the selected African institutions. If one training institution offers two or more training programmes, the name of the institution and its address and parent body appear only at the first described training programme!

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Nation:	Title of Training Programme
Botswana	Certificate in Library Studies (full time)
	Short Description of Objectives
	Training of para-professional intermediate library staff
Name/Address of Training Institution	Main Contents / Courses
Departement of Library Studies P/bag 0022 Gaborone Botswana	First year Introduction to Librarianship Library materials and routines Organisation and arrangement of materials Reference resources and services Communication skills Library studies: 2/3 rd of programme Communication skills: 1/3 rd of programme
Parent body	
University of Botswana	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Cambridge Overseas School Certificate. Passes in 3 subjects including English. One years work experience	1 : 12 FTE	CA / Exam 40 : 60
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
15 - 20	average: 540 hrs. (18 hrs per week x 30 weeks per academic year)	
Duration of study	**Language of training**	
9months - one academic year	English	
Number of full time staff	**Forms of training**	
five - 1987 seven - 1988 eight - 1989	Lecture seminar tutorial	
Number of part time staff	**Technical equipment (labs)**	
	- Lab will be available by end of 1987 - Extensive collection of resources - University computer centre on campus	

Nation:	Title of Training Programme
Botswana	Diploma in Library Studies (Full time)
	Short Description of Objectives
	Training of para-professional, intermediate library staff

Name/Address of Training Institution	Main Contents / Courses	
	First year	Second year
	Library in Society Book and other materials Classification and Cataloguing Reference, Information and Bibliographies Communication skills	Library systems (project) Library promotion Bibliographic control of Africana Library management Cataloguing and indexing Practical class
Parent body	Year 1: Library studies 2/3 rd Communication skills 1/3 rd	Year 2: Library studies - 100 %

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time	Evaluation /Assessment
Cambridge Overseas School Certificate. 3rd division credit in English or Certificate in L.S.		Externalised
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
20 - 25	540 hrs x 2 years	
Duration of study	**Language of training**	
2 academic years		
Number of full time staff	**Forms of training**	
five - 1987 seven - 1988 eight - 1989	Project in year 2 - 2nd semester	
Number of part time staff	**Technical equipment (labs)**	
-	- Lab will be available by end of 1987 - Extensive collection of resources - University computer centre on campus	

Nation:	Title of Training Programme
Botswana	Post Graduate Diploma in Library Studies (Full time)
	Short Description of Objectives
	First professional programme
Name/Address of Training Institution	**Main Contents / Courses**
	Information knowledge and library Information and the user Information - organisation and retrieval Management studies Research seminars: a) Research methodology b) Two from: Role of library in eduction Libraries and national development Archival studies Museum studies Special subject bibliographies Advanced Information retrieval
Parent body	Note: Library studies : 100 % of programme

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time	Evaluation/Assessment
1 st degree and 1 yrs practical experience		Externalised
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
average 10 per yr.	540 hours	
Duration of study	**Language of training**	
9 months - 1 academic yr.	English	
Number of full time staff	**Forms of training**	
five - 1987 seven - 1988 eight - 1989	Project in year 2 - 2nd semster	
Number of part time staff	**Technical equipment (labs)**	
-	- LAB will be available by end of 1987 - Extensive collection of resources - University computer centre on campus	

Nation:	Title of Training projected Programme
Botswana	Certificate in School Librarianship (Full time - sandwich)
	Short Description of Objectives
	To provide a para-professional qualification for qualified secondary school teachers who will assume positions as teacher/ librarian
Name/Address of Training Institution	**Main Contents / Courses**
	Part 1: Library in the school and community Administration of school libraries Resource centre - collection building Classification and cataloguing Use of information resources
Parent body	Part 2: Practicum (8 months)
	Part 3: School library promotion School library management Resource centre: collection maintenance Classification and cataloguing Use of information resource
	Note: Library studies 100 % of programme

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time	Evaluation /
Teaching qualification for secondary schools		Externalised
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
25	540 hrs and practicum	May 1988: Beginn of programme
Duration of study	**Language of training**	
15 months - equivalent to one academic year	English	
Number of full time staff	**Forms of training**	
five - 1987 seven - 1988 eight - 1989	Part 1: May - Aug lecture, seminar Part 2: 8 months Supervised practicum linked to a project Part 3: May-Aug Lecture,seminar	
Number of part time staff	**Technical equipment (labs)**	
-	- Lab will be available by end of 1987 - Extensive collection of resources - University computer centre of campus	

SYNOPSIS OF EXISTING AND PROJECTED

Nation:	Title of Training Programme
Ethiopia	Diploma in Library Science
	Short Description of Objectives
	To produce middle-level (para-professional) manpower

Name/Address of Training Institution	Main Contents / Courses	
	First year	Second year/Third year
Department of Library Science Box 1176 Addis Ababa Ethiopia	- Introduction to library and informations science - Instructional media - Classification I - Resource media acquisition	- Resource centre administration - Classification II - Reference service - Cataloguing I - Library Practice I - Beginning English typing - Bibliography - Reading guidance - Cataloguing II - Library Practice II - Survey and Ethiopian literature
Parent body Addis Ababa University		

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Upper second or first class in Ehtiopian School Leaving Certificate Exam	5 : 32	Continuous assessment, but mid-semester and final exams required
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
70	63 semester credit hours, where one credit hour is one lecture or three contact hours per week for 16 weeks	In 1988/89 the department will be elevated to "School of Information studies for Africa".
Duration of study (in year)	**Language of training**	
2 years (regular) 3 years (part-time)	English	
Number of full time staff	**Forms of training**	
three	- Lectures - practical work - case analysis group discussion papers projects	
Number of part time staff	**Technical equipment (labs)**	
Eight	Bibliographic lab Bindery Audio-visuala and reprographic equipment	

Nation:

Ethiopia

Title of Training Projected Programme

Bachelor of Library and Information Science

Short Description of Objectives

To produce professional manpower to take up managerial and professional positions in libraries and information centers

Main Contents / Courses

not yet finalized

Name/Address of Training Institution

Parent body

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
- Upper 2nd or 1st class in Ethiopian School Leaving Certificate Exams - Diploma holders (1st class)	1 : 8	Continuous assessment, but mid -semester and final exams
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
30	about 142 semester credit hours, where one credit hour is one contact hour of lecture or 3 contact hours of practical work per week for 16 weeks	The projected training programme will be realized within two years
Duration of study (in year)		
four years		
	Language of training	
	English	
Number of full time staff	**Forms of training**	
three	Lectures, practical, work, case analysis, group work, papers, projects, hands- on experience	
Number of part time staff	**Technical equipment (labs)**	
two	microcomputer lab, bibliographic lab, reprographic equipment audiovisual equipment	

Nation:

Ethiopia

Title of Projected Training Programme

Master of Science in Information Studies

Short Description of Objectives

1. To produce professional manpower capable of planning, designing, developing and managing information systems.
2. To produce manpower capable of teaching information science at institutions of higher learning

Main Contents / Courses

not yet finalized

Name/Address of Training Institution

Parent body

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
upper 2rd or 1st class degree in any discipline plus one year of experience in information work	1 : 4	Continuous assessment, mid - term and final exams, external exams
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
20	36 semster credit hours, where one credit hour is one contact hour of lecture or 3 contact hours of practical work per week of 16 weeks	The projected training programme will be realized within two years
Duration of study (in year)	**Language of training**	
2 years	English	
Number of full time staff	**Forms of training**	
six	Lectures, hands- on experience, seminars, projects, papers	
Number of part time staff	**Technical equipment (labs)**	
-	Bibliographic lab Computer lab	

Nation:	Title of Training Programme
Kenya	Library Assistent Certificate Course
	Short Description of Objectives
	To help para-professional library personnel to understand the philosophy of libranrianship and to enable them to become efficient in the dispensation of basic library services.
Name/Address of Training Institution Department of Library and Archives Studies. Kenya Polytechnic Nairobi	**Main Contents / Courses** 1. Library and society 2. Reference and bibliographical sources and services 3. Library organisation and administration 4. Cataloguing 5. Classification In addition, students choose a sixth course from the following options: Non book media Documentation Introduction to archival studies School librarianship Special librarianship
Parent body Kenya Polytechnic	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
5 credits at 'o' level	1 : 10	Examinations - externally moderated and examined
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
50	-	
Duration of study (in year or month)	**Language of training**	
one year	English	
Number of full time staff	**Forms of training**	
5	Lectures Practicals (One months attachment to well organized libraries)	
Number of part time staff	**Technical equipment (labs)**	
	Main library	

Nation:	Title of Training Programme
Kenya	Archives assistant certificate courses
	Short Description of Objectives
	To enable archives assistants to support professional archivists and to perform technical archival tasks in government departments
Name/Address of Training Institution	**Main Contents / Courses**
Department of Library and Archives studies, Kenya Polytechnic Nairobi	1. Introduction to records management 2. Introduction to archive administration 3. Treatment of archives 4. Mechanical preservation of materials 5. East Africa history since 1900
Parent body	
Kenya Polytechnic	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
5 credits at 'o'level	1 : 12	Examination - external moderation and examination
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
25		
Duration of study (in year or month)	**Language of training**	
one year	English	
Number of full time staff	**Forms of training**	
2	Lectures Practicals at Kenya national archives (one month attachment)	
Number of part time staff	**Technical equipment (labs)**	
1	Uses the national archives	

Nation:	Title of Training Programme
Kenya	Master of Education (Librarianship)
	Short Description of Objectives
	To train tutors for teaching librarianship in diploma teachers colleges.

Name/Address of Training Institution	Main Contents / Courses	
	First year	2nd year/semester
Kenyatta University Library Box 43844 Nairobi	Bibliography and information Cataloguing Classification Educational psychology Library user education Research methods Library in soiethy School library Resources management	Foundations of education Educational communication Educational curriculum development User services and stock maintenance Bibliographic control and services Classification
Parent body Kenyatta University	Childrens literature	Cataloguing Childrens literature Methods in library education Non book media

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
B.ED degree upper second and 2yrs teaching		Continuous assessment Examination External moderation Examination project
Intake (per year)	**Number of in-class lessons (per students)**	
2	420 hours per year	**Comments**
Duration of study (in year or month)	**Language of training**	
2 years	English	
Number of full time staff	**Forms of training**	
3	Lectures Practicals Visits Tutorials	
Number of part time staff	**Technical equipment (labs)**	
	Bindery in the University Library	

Nation:	Title of Projected Training Programme
Kenya	Master of Library Information Studies
	Short Description of Objectives
Name/Address of Training Institution	Main Contents / Courses
	First Year
	Library and information science Management in library and informationssystems Collection development and management Information organisation and retrieval Sources of bibliographic information Research methods Computer in libraries and information services
Parent body	Second year
	Organisation and retrieval: Practical computers in libraries and information services Records management and archives administration plus four courses from: School librarianship Academic librarianship Outreach librarianship Law librarianship Community librarianship Business information Map librarianship Music librarianship Medical librarianship Modern book production

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Bachelor Degree-upper-second		
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
10		The projected training programme will be realized within two years. The draft curriculum is under discussion.
Duration of study in year or month	**Language of training**	
2 years		
Number of full time staff	**Forms of training**	
	lectures project practicum	
Number of part time staff	**Technical equipment (labs)**	

Nation:	Title of Training Programme
Malawi	Malawi Library Asssistants Certificate Course
	Short Description of Objectives
	Increase effectiveness of library assistants by equipping them with the basic skills required to enable them to manage small conventional libraries or work with minimal supervision in large institutions.
Name/Address of Training Institution	**Main Contents / Courses**
Malawi Library Association P.O.Box 280 Zomba Malawi	General introduction Communication in the library Bookstocks: aquisition and maintenance Periodicals Organisation of knowledge Library guiding and promotion Issue systems Reference work User studies Library cooperation, resource sharing Furniture and equipment Publishing and bookselling AV materials
Parent body	
Malawi Library Association, Assisted by the National Library Service and the University Library	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
- School Certificate 5 credits including English - 1 year experience - Emplogee of an institutions		50 % Examination 50 % Project
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
20		
Duration of study (in year or month)	**Language of training**	
about 8 months	English	
Number of full time staff	**Forms of training**	
-	Lectures Visits Attachments Projects Assignments	
Number of part time staff	**Technical equipment (labs)**	
8	- AV laborartory - Univ. Library resources	

Nation:	Title of Training Programme		
Morocco	Diplome d´Informatiste		
	Short Description of Objectives		
	To ensure the training of high level spezialists in the fields of Information science, librarianship, archives		
	Main Contents / Courses		
Name/Address of Training Institution	First year/	Second year/	Third year/
Ecole des Sciences de L´information Charii maa al ainiw. Rabat.	Library history Introduction to information science Library operations and techniques Cataloguing Classification Bibliography	Planning and management Indexing and abstracting Audivisual material Resources in science and technology Introduction to information technology Printing and publishing Archives Cataloguing II Social psychology Mass communication	Networks Resources in the social sciences Legal aspects of information Audiovisual documentation Option: Documentation Libraries Archives
Parent body			
Ministry of Planning			

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Baccalaureat and entrance examination		Continuous Assment 10/20 in all courses
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
100	2000 hours	
Duration of study (in year or month)	**Language of training**	
3 years	French	
Number of full time staff	**Forms of training**	
17	- Lectures - Seminars - Field visits (1 month/3rd year) - practicums	
Number of part time staff	**Technical equipment (labs)**	
10	- Audivisual unit - Computer laboratory (12 micros) - Terminal linked to the data bank (CND) - Library - Language Laboratory	

Nation:	Title of Training Programme
Morocco	Diplome d'Informatiste Specialise'
	Short Description of Objectives
	Develop the student's ability to engage in independent research: to design, manage and evaluate services, networks tp adapt information systems to user needs

Main Contents / Courses

Name/Address of Training Institution

Parent body

first year

first semester	second semester
BA and BS-Holders:	Methodology of research
Introduction to information science	Administration documentation
Cataloguing	Planning and management
Classification, analysis and abstracting	Conception of thesauri
Bibliography	Options:
ESI and UG-Laureates:	Cataloguing II
Linguistics	Computer science
Economy	Audiovisual documentation
Epistemology	Archives
History of the Arabic and Islamic civilisation	

Second year

Research seminar
Comparative Librarianship
Bibliometry

Options:
Information technology
Archives
School and public libraries
Academic and national libraries

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
B.A, BSc, Diplome d'Informatiste, Engineer Diploma and 4 years of practical experience and examination		Continuous assessment 10/20 in all courses
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
15	1200 hours	
Duration of study (in year or month)	**Language of training**	
2 years (= 3 Semester)	French	
Number of full time staff	**Forms of training**	
17	Lectures Seminars Field Visits Practicums Dissertation	
Number of part time staff	**Technical equipment (labs)**	
18	Audiovisual unit Computer laboratory Terminal linked to external data bank (CND) Library Language laboratory	

Nation:	Title of Training Programme
Nigeria	Diploma in Librarianship
	Short Description of Objectives
	To train paraprofessionals to handle essential but none professional functions in libraries.
	Main Contents / Courses
Name/Address of Training Institution	
Dept. of Library, Archival and Information Studies, University of Ibadan, Nigeria	
Parent body	
University of Ibadan	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
5 'o' Levels, including English or Mathematics	1 : 10	Examination Term papers
Intake (per year)	**Number of contact hrs (per student)**	**Comments**
50		It is hoped that the programme will be replaced by a Bachelor's Degree in Library Studies Programme as from next october. (see projected programme)
Duration of study (in year or month)	**Language of training**	
2 academic sessions	English	
Number of full time staff	**Forms of training**	
5	Lectures Practicum Field Trips Placement	
Number of part time staff	**Technical equipment (labs)**	
3	Cataloguing and Classification Lab. Department Library	

Nation:	Title of Training Programme
Nigeria	Master in Library Studies (MLS)
	Short Description of Objectives
	To train professionally qualified librarians who can work in in all types of Library and documentation centres.
Name/Address of Training Institution	Main Contents / Courses
	1. Research methods 2. Management 3. Information technology 4. Cataloguing 5. Classification 6. Collection development 7. Literature of science and technology or social science or humanities 8. Introduction to information science 9. Media resources 10. Project
Parent body	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Bachelor's degree in any discipline	1 : 3	Continuous Assessment Examination Project Term papers
Intake (per year)	**Number of contact hrs (per student)**	**Comments**
approx. 45	320 hrs	
Duration of study (in year or month)	**Language of training**	
12 months (minimum)	English	
Number of full time staff	**Forms of training**	
15	Lectures Practicum Placements Field Trips	
Number of part time staff	**Technical equipment (labs)**	
6	Computers media Lab Cataloguing and classification Lab Department library	

SYNOPSIS OF EXISTING AND PROJECTED

Nation:	Title of Training Programme
Nigeria	Master of Philosophy (MPhil)
	Short Description of Objectives
	To train future researchers and university teachers in the information professions for the Assistant Lecturer cadre and similar positions in universities and research institutions.
	Main Contents / Courses
Name/Address of Training Institution	
Parent body	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Bachelor MLS degree or its approved equivalent	2 : 1	Thesis
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
Maximum of 4		
Duration of study (in year or month)	**Language of training**	
Two years (full time) Three years (part time)	English	
Number of full time staff	**Forms of training**	
7	Seminars Lectures Term papers	
Number of part time staff	**Technical equipment (labs)**	
3	Computer Lab Department Library	

Nation:

Nigeria

Title of Training Programme

Doctor of Philosophy (PH.D.)

Short Description of Objectives

To train future researchers and university teachers in the information professions of librarianship, archives studies and information science.

Main Contents / Courses

1. Advances in librarianship and information science
2. Course related to student's area of specialization at an advanced level.

Name/Address of Training Institution

Parent body

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Master's (MLS) Degree in Library/Information Science or MPhil	2 : 1	Doctoral Dissertation
Intake (per year)	**Number of in-class lesson (per student)**	**Comments**
Maximum of 3		1. There are never more than five students at any given time. Some 11 PhDs have been produced science 1973 - all Nigerians
Duration of study (in year or month)	**Language of training**	2. Part time teachers come from other academic departments in the university such as computer science and managements.
Three years (full time); four years (part time) (Mimimum)	English	
Number of full time staff	**Forms of training**	
5	Seminars Lectures Term papers Practicum	
Number of part time staff	**Technical equipment (labs)**	
3	Computers Micrographics Department Library	

Nation:	Title of Training Projected Programme
Nigeria	Bachelor's degree in Library Studies (BLS) (See comments 1 - 3)
	Short Description of Objectives
	To train personnel for the middle-level cadre of the profession of librarianship.
Name/Address of Training Institution	Main Contents / Courses
Parent body	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
1. 5 'o'Levels, including English and Mathematics or 2. Diploma in Librarianship		Examinations Term paapers Continuous assessment
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
50		1. Scheduled to start in Oct. 1987. 2. To replace the Diploma in Librarianships Programme. 3. Designed to produce teacher/librarians who will work essentially in secondary schools.
Duration of study (in year or month)	**Language of training**	
1. 4 yrs after 'o' Level 2. 3 yrs after Diploma	English	
Number of full time staff	**Forms of training**	
	Lectures Practicum Seminars Placement	
Number of part time staff	**Technical equipment (labs)**	
	Cataloguing and Classification Lab Media Lab Department Library	

Nation:	Title of Projected Training Programme
Nigeria	Master's degree in Archival Studies (MAS)
	Short Description of Objectives
	To train professionally qualified archives who can work in archives
	Main Contents / Courses
Name/Address of Training Institution	
Parent body	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Bachelor's degree in any discipline.	1 : 3	Continuous assessment Examination Project / Term papers
Intake (per year)	**Number of contact hrs (per student)**	**Comments**
10	380 hrs	The HQ of the National Archives of Nigeria is on the campus of the university.
Duration of study (in year or month)	**Language of training**	
3 Semester (approximate 18 months)	English	
Number off full time staff	**Forms of training**	
3	Lectures Practicums Seminars Placements	
Number of part time staff	**Technical equipment (labs)**	
6	National Archives Department Library	

SYNOPSIS OF EXISTING AND PROJECTED

Nation:	Title of Training Programme
Senegal	Premier Cycle (under graduate programme) for Librarians, Archivistes and Documentalistes
	Short Description of Objectives
	To produce technicians who will execute the library, archive and documentation centre routines

Name/Address of Training Institution	Main Contents / Courses		
	First year	Second year	
École des Bibliothecaires, Archivistes et Documentalistes E.B.A.D P.O.B = 3252 Dakar Parent body University Cheick Anta DIOP Dakar	Common core: Cataloguing Bibliography Publishing Computer technology Computer applications Law History of art English Typing (A+B+D) Principles of librarianship (A+B) History of African civilisations (A+B) Bibliography: practical sessions (A+B) Psychology of information (B+D) Theory of communication (B+D) Archives (Principles) (B+D)	Common core: Oral tradition records (A+B+D) Bibliography subject areas (A+D) Information science principles (A+B) Bibliography: practical sessions cataloguing (B+D) Information systems and technology application (B+D) Information networks (B+D) Specialized courses for Archives Section: .Colonial and comtemporary institutions, .History .Archives (principles) .Conservation techniques .Archives and records management. -for Library Section: .Literature in humanities .Organisational aspects of libraries	.History of book .Literature of sciences and social sciences .Library mangement. -for Information Science Sections: .Indexing languages .Theory of information sciences .Indexing and abstracting .Sciences and methodology .Information systems management .Diffusion of information (SDI). Note: A= Archives section B= Library section D= Information science or documentation section

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Baccalaureat ('A' level) or BEPC 'o' level) and 3 years of library experience	1 : 18	Continuous Assessment and Final examination
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
approximate 100 for the 3 sections (30 m Library section 30 m Archives " 40 m Dokumentation section)		-entry requirements for Senegalese: 'A' level and competitive examination The programme bases on a common core for Archivists, Librarians and Documentists and specialized courses for the three professions.
Duration of study (in year or month)	**Language of training**	
2 years	French	
Number of full time staff	**Forms of training**	
13	- Lectures - practical lessons - practicum	
	Technical equipment (labs)	
Number of part time staff	departmental library Lab for bibliograpy (practical lessons) and Cataloguing Information technology (with 5 microprocessors)	
15		

SYNOPSIS OF EXISTING AND PROJECTED

Nation:	Title of Training Programme	
Senegal	Second Cycle (Master's Degree) for Archivists, Librarians and Documentalist	
	Short Description of Objectives	
	To enable students to manage, design and develop information units .	
	Main Contents / Courses	
Name/Address of Training Institution	First year	second year
	Common core: - Cataloguing and classification - Computer technology - Conservation techniques - Mathematics and Statistics - English - Psychosociology of information (user studies) - Management - Administration law - Introduction to .librarianship .information science .archives - Information networks - Research methodology Note: The whole content of the first year is common for the students of the three specializations (archivists, librarians, documentalists)	Common core: Information systems and technology applications (A+B+D) Administration (Management) (A+B+D) English (A+B+D) Indexing languages (B+D) Information retrieval (B+D) Specialised Courses: Archives) Records management) A Modern diplomatics) History of Institutions) Records of African History) Bibliographs (B) Library organisation (type of lib. and current trends) Diffusion of information (SDI) (D) Abstracting (D) Note A= Archive Section B= Library Section D= Information Science or Dokumentation Section
Parent body		

S6

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
- Licence (Bachelor Degree) - Diplome du 1er cycle - competitive examination		Continuous assessment (1/3) and Dissertation Final examination (2/3)
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
	1160 hours (average) and 2 months of practicum	
Duration of study (in year or month)	**Language of training**	
two years	French	
Number of full time staff	**Forms of training**	
13	- Lectures - practical lessons - practicums - research projects	
Number of part time staff	**Technical equipment (labs)**	
	the same as the undergraduate level	

Nation:	Title of Training Programme
Sierra Leone	City and Guilds of London Institute Library Assistant Certificate
	Short Description of Objectives
	To prepare students to pass the City and Guilds Library Assistant Certificate examination (Certificate designed to train Library Assistants at the lowest level as library-technicians in library skill and routines).
	Main Contents / Courses
Name/Address of Training Institution	
Fourah Bay College University of Sierra Leone	
Parent body	
University of Sierra Leone (City and Guilds of London Institute)	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Two GCE 'o'levels including English language		Overseas Examination Consists of I.Practical assessment II.Examination of two papers
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
15 - 20 Students from libraries	Theory 150 hrs Practical work in 240 hrs fBC Library on the job	
Duration of study (in year or month)	**Language of training**	
12 months or 18 months	English	
Number of full time staff	**Forms of training**	
	Lectures Practical work Simple projects	
Number of part time staff	**Technical equipment (labs)**	
4	Bindery Printing press University computer	

10,

Nation	Title of Training Programme
Sierra Leone	Diploma in Library Studies

Short Description of Objectives

Designed to provide training for personnel for all types of libraries and information centres and registries/archives. To provide a cadre of para-professionals to serve at middle level grades to train teachers to serve as teachery librarian.

Main Contents / Courses

Name/Address of Training Institution	First year	Second year
Parent body	Libraries in national development Library organisation Library services Cataloguing Classification Bibliography One subject study English language	Types of libraries Information sources Archival studies Subject study

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
Bachelor's degree or equivalent		Examination Continuous Assessment Practical work
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
10	1620 hrs per year	Students are from all types of libraries, government registries etc.
Duration of study (in year or month)	**Language of training**	
2 academic years	English	
Number of full time staff	**Forms of training**	
	Lectures Seminars Practicals Attachments Hands-on experience Projects	
Number of part time staff	**Technical equipment (labs)**	
6	Bindery Printery (Printing press) University computer	

SYNOPSIS OF EXISTING AND PROJECTED

Nation:	Title of Training Programme	
Sudan	Certificate Course	
	Short Description of Objectives	
	para-professionals	
	Main Contents / Courses	
Name/Address of Training Institution	First year	Second year
Institute of Extra-Mural Studies Khartoum, Sudan	Cataloguing Classification General course	Cataloguing Classification Technical services Bibliography
Parent body		
Khartoum University		

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
High school certificate		Written examinations Assessment of projects
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
10 - 15	320 hrs	Course offered mainly to staff working in libraries
Duration of study (in year or month)	**Language of training**	
2 academic years (3 days a week)	Arabic	
Number of full time staff	**Forms of training**	
none	Lectures Visits Projects	
Number of part time staff	**Technical equipment (labs)**	
3	Institute library	

Nation:	Title of Training Programme
Sudan	B.A. Archives and Librarianship
	Short Description of Objectives
	Undergraduates

Name/Address of Training Institution	Main Contents / Courses	
Department of Archives and Librarianship Omdurman, Sudan	First year: Library and society History of book and library Psychology of reading Introduction to statistics Arabic writing Sources of Islamic history English language Arabic language	Third year: Cataloguing Classification Bibliography General references Archives Historic archives English language Arabic language
Parent body Omdurman Islamic University	Second year: Cataloguing Classification Technical services Arabic writing Current archives History of Islamic systems English language Arabic language	Fourth year: Information science Library management and services Archives Historic and Sudanese archives research Islamic manuscripts Architecture and Islamic arts Arabic language English language

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
High school certificate		Written exams; evaluation of projects
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
20 - 25	2112 hours	1) A similar programme is taught seperately, for girls at the Girls College of the same university. 2) One third of courses are Arabic and Islamic studies.
Duration of study (in year or month)	**Language of training**	
4 academic years	Arabic	
Number of full time staff	**Forms of training**	
6	Lectures Visits Projects	
Number of part time staff	**Technical equipment (labs)**	
4	Department's library	

SYNOPSIS OF EXISTING AND PROJECTED

Nation:	Title of projected Training Programme
Sudan	Post Graduate Diploma
	Short Description of Objectives
	Graduates
Name/Address of Training Institution	Main Contents / Courses
Centre for Information science, Librarianship and Archives Faculty of Arts Khartoum, Sudan	Information and society Information sources Cataloguing Bibliography Management Reference and reader services Classification: indexing, retrieval and abstracting Information technology and the computer
Parent body	
Khartoum University	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
B.A. or BSc		Examinations Research paper
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
	384 hours	It is expected that the programme will start 1987/88.
Duration of study (in year or month)	**Language of training**	
one calender year	Arabic	
Number of full time staff	**Forms of training**	
2	Lectures Visits Practical training	
Number of part time staff	**Technical equipment (labs)**	
	University library	

Nation:	Title of Training Programme
Tanzania	National Library Assistants Certificate Course
	Short Description of Objectives
	First level para-professional Objectives: To teach students basic routines and concepts of organisation.
Name/Address of Training Institution	**Main Contents / Courses**
National Central Library, P.O. Box 9283 Dares Salaam Tanzania	Libraries and Information in Tanzanian Society Classification / Cataloguing Communication skills (Competency in English) Reference work Bibliography Book industry
Parent body	
Tanzania Library Services	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
'o' level with at least 3 credits and 1 year of experience	1 : 40	Assignments Examinations (with external examiner) Practical work
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
40	420 (50 hrs political education)	
Duration of study (in year or month)	**Language of training**	
18 months Practical training (6 months)	English	
Number of full time staff	**Forms of training**	
1	Classroom Practical training through exercises Project	
Number of part time staff	**Technical equipment (labs)**	
5		

Nation:	Title of Training projected Programme
Tanzania	Diploma/Master's in Library and Information Science (see "comments")
	Short Description of Objectives
	Post-Graduate Diploma/ Master's as a professional course Objectives: 1. Produce qualified high-level manpower 2. Conduct research 3. Provide advisory services 4. Promote continuing education 5. Establish links
Name/Address of Training Institution	**Main Contents / Courses**
School of Library and Information Studies (no seperate address yet) c/o University Library Box 35092 Dares Salaam	1. Core courses: Human communication (1st term) Sources of information (1st and 2nd terms) User studies (1st, 2nd, 3rd term) Information storage and retrieval (1st, 2nd, 3rd terms) Research methodology (1st - 3rd term) Options (2nd and 3rd terms) Independent study (Masters) - Dissertation Principles and theories of management (1st - 3rd term)
Parent body	2. Options:
University of Dares Salaam P.O. Box 35091 Dares Salaam Tanzania	15 Options are available, e.g.: Public library Services to children Historical studies of library Book industry Computer applications

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements

B.A./B.Sc.plus 1 years experience

Intake (per year)

15

Duration of study (in year or month)

Post-Grad. Dipl.-: 9 months

Master's: 18 months

Number of full time staff

9

Number of part time staff

4 - 5

Ratio: Full time staff to students

9 : 15

Number of in-class lessons (per students)

390 hours for P.G. Similar length for extension to master's

Language of training

English

Forms of training

Classroom
Seminars
Projects
Practical work

Practical training: In courses for post-graduate diploma/ MA

Technical equipment (labs)

1. University library has bindery and photographic unit

2. Access to University Computer centre's mainframe (NCR)

Evaluation/Assessment

Papers
Reports
Exams (External examiner)
Practical
(M.A.) Dissertation
(PG) Independent study

Comments

1. Students will be initially accepted for the post graduate diploma, the best ones will be allowed to continue to obtaining a Master's degree

2. Various options are available but those which need to be offered will depend upon local resources and needs. The selectives must normally relate to the student's specialized interests by type of library / information unit.

Nation:	Title of Training Programme
Uganda	Library Assistants Certificate Course
	Short Description of Objectives
	To train library technicans
	Main Contents / Courses
Name/Address of Training Institution	Library classification Library cataloguing Library administration Reference service and bibliographic control
East-African School of Librarianship, Makerese University P.O. Box 7062 Kampala	
Parent body	
Makerese University	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
'o' level - 6 passes or 5 credits	1 : 12	Written examination
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
20 (max)	450 hours	
Duration of study (in year or month)	**Language of training**	
6 months	English	
Number of full time staff	**Forms of training**	
7	Lectures Tutorials Seminars Practical work	
Number of part time staff	**Technical equipment (labs)**	
2	Bindery	

Nation:	Title of Training Programme	
Uganda	Diploma in Librarianship	
	Short Description of Objectives	
	To train professionals who can work independently in small library/ information units or under supervision of a senior librarian in larger units.	
	Main Contents / Courses	
Name/Address of Training Institution	First year	Second year
	Classification Cataloguing Library administration Library in their social setting Bibliography and Reference services	Classification Cataloguing Documentation Management Bibliography project Research project
Parent body		

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
'A'level with at least two pricipal passes of grade 'D'	1 : 12	Written examination course work (40%) in classification and cataloguing Project work
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
30	1350 hours	
Duration of study (in year or month)	**Language of training**	
2 years	English	
Number of full time staff	**Forms of training**	
7	Lectures Tutorials Seminars Practical work Research project	
Number of part time staff	**Technical equipment (labs)**	
2	Bindery (in the university library)	

Nation:	Title of Training Programme
Uganda	Post-Gradute Diploma in Librarianship
	Short Description of Objectives
	To train managers for libraries
Name/Address of Training Institution	Main Contents / Courses
	Management Audio-visual methods Documentation Research methodology Classification Cataloguing Reference and Bibliography Comperative librarianship Academic libraries Public Libraries Special libraries Research project
Parent body	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
University degree	1 : 12	Written examination Course work in classification and cataloguing Project work in bibliography and research
Intake (per year)	**Number of in-class lessons (per students)**	
7	1000 hours	Comments
Duration of study (in year or month)	**Language of training**	
one year	English	
Number of full time staff	**Forms of training**	
7	Lectures Tutorials Seminars Research project Demonstration of audio-visual aids and practical handling of AV aids	
Number of part time staff	**Technical equipment (labs)**	
3	Bindery Printing	

Nation:	Title of Training projected Programme
Uganda	Bachelor of Library and Information Science (BLIS)
	Short Description of Objectives
	To train advanced professionals, for supervisory jobs in library, information and archival institutions

Name/Address of Training Institution	Main Contents / Courses		
	First year/Semester	Second year/Semester	Third year/Semester
Parent body	Compulsory: Two academic courses from science, social sciences, arts and: Information needs of the society Information for rural development Research coordination etc. Optional: Records management Archives, Reprography or Book industry (Publishing, Editing, Book trade)	Compulsory: Organisation of knowledge Bibliography and Information services Management Optional: Academic library or Public library or Special library	Organisation of knowledge Bibliography and Computer based Information work Research methodology Research project

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS"

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
'A' level	1 : 12	Written examination Course work Project work Research project evaluation
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
30	2000 hours	
Duration of study (in year or month)	**Language of training**	
three years	English	
Number off full time staff	**Forms of training**	
7	Lectures Tutorials Seminars Practical work Research project Demonstration of A.V. aids and Computer application	
Number of part time staff	**Technical equipment (labs)**	
four part time staff will be needed	Bindery Printing (in university) Microcomputer (computer centre)	

Nation:	Title of Training Programme
Zambia	Diploma in Librarianship
	Short Description of Objectives
	To prepare personnel for semi-professional middle-management work in libraries.

Name/Address of Training Institution	Main Contents / Courses	
	First year	Second year
Dept. of Library Studies School of Education University of Zambia P.O. Box 32379 Lusaka, Zambia	Library in society Library administration Organization of knowledge: Cataloguing Bibliography	Organization of knowledge: Classification Bibliography and Librarianship of Africa south of the Sahara Reference services Elective courses: Public, univertity and special libraries Archives and Records management
Parent body		
University of Zambia		

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
4 'o'levels including English	1 : 6	Contenuous assessment Final examination
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
15	960 hours (graduation requirement is completion of 8 courses.	
	Language of training	
Duration of study (in year or month)	English	
	Forms of Training	
2 years	Lectures Tutorials Field work project (Compilation of bibliography) Library/ practical training	
Number of full time staff	(one period of library practical training lasting six week at the end of first academic year).	
8		
Number of part time staff	**Technical equipment (labs)**	
	Cataloguing laboratory Library faculties of the main university of Zambia library	

Nation:	Title of Training Programme	
Zambia	B.A. Library Studies (B.A.L.S.)	
	Short Description of Objectives	
	To provide academic and professional education to produce professional staff. Capable of undertaking responsibilities at high management level in libraries.	
Name/Address of Training Institution	Main Contents / Courses	
Dept. of Library Studies School of Education. University of Zambia P.O. Box 32379 Lusaka, Zambia	First yaer Introduction to librarianship Education and Development plus: two other full courses from the school of Education and from School of Humanities and Social sciences. Second year: The organization of knowledge I: Cataloguing plus: three other full courses from the School of Education and/ or the School of Humanities and Social sciences. Third year: Library management Collection development The organization of knowledge II: Classification Bibliography plus: two other full courses from the School of Education and/ or School of Humanities and Social sciences.	Fourth year Reference services Bibliography and Librarianship of Africa plus: one half-course from the following electives : Library of Congress Classification Non print media librarianship Bibliography of the humanities Bibliography of the social sciences Bibliography of the sciences plus: one-half course from the following 1. Public libraries 2. University libraries 3. Special libaries 4. Archives and records management 5. School librarianship
Parent body		
University of Zambia		

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
5 ó´levels including English	1 : 9	Continuous assessment Final examination External examiners
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
15	1920 hours per academic year (graduation requirement is completion of 16 full courses)	
Duration of study (in year or month)	**Language of training**	
4 years	English	
	Forms of training	
Number of full time staff	Lectures Tutorials Field work projects (Bibliographic projects) Library practical Training (two periods lasting six weeks each at the end of second and third year respectively)	
5		
Number of part time staff	**Technical equipment (labs)**	
	Library facilities of Zambia university Cataloguing laboratory Audio-visual materials and equipment shared with other departments.	

Nation:	Title of Projected Training Programme	
Zambia	Master of Library Science (MLS)	
	Short Description of Objectives	
	To provide advanced professional education trough the provision of advanced and specialized courses to produce senior professional staff well prepared to take up responsibilities at leadership level.	
	Main Contents / Courses	
Name/Address of Training Institution	First year	
	Part I:	Library services to special groups
	Course work,(Students have to study ten courses. All these courses are half courses i.e. each course ist taught for half academic year).	Library services to children and young adults
		Indexing and abstracting
		Survey of library automation
	Core courses:	Bibliographic control of non-book materials
	Foundation of librarianship	Principles and techniques of collection building
	Advanced cataloguing and classification	Publishing and book trade
Parent body	General bibliography and reference services	International and comperative Librarianship
	Library management	Human communication
	Research methods in librarianship	Library planning and designing
	Electives:	Independent study
	Information sources and services in science and technologoy	Second year
	Information sources and services in humanities	Part II
	Information sources and services in social sciences	Thesis
	Africana	
	Official ducuments	
	Archives and records management	
	Public library administration	
	Administration of special libraries and informations centres	
	Academic library administration	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
A good bachelor's degree in library studies and a minimum of one year practical experience in a library or information - documentation centre		Continuous assessment Final examinations External Examiner Examination of Thesis
Intake (per year)	Number of in-class lessons (per students)	Comments
from 5 to 10	4 contact hours per week	The MLS programme consists of 2 parts. Part I: Course work Part II: Thesis. Presently there are 8 established posts for teaching staff in the department. The establishment will be increased to ten. The training programme will be realized within two year
Duration of study (in year or month)	Language of training	
2 academic years	English	
Number of full time staff	Forms of training	
Establishment at the commencement; the programme is anticipated to be ten	Lectures Tutorials Seminars Fieldwork Thesis	
Number of part time staff	Technical equipment (labs)	
-	Cataloguing laboratory for practical cataloguing and centralized audio-visual facilities	

Nation:	Title of Training Programme
Zimbabwe	National Certificate in Library and Information Work
	Short Description of Objectives
	To train the para-professional staff

Name/Address of Training Institution	Main Contents / Courses First year/Semester	econd year/Semester	Third year/Semester
Parent body	Functions and purposes of libraries, information services and related organization Library and information services management Material and user needs Care and maintenance of library materials Communication studies Social studies		

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
3 'O' levels	1 : 13	Continuous assessment (60%) Examinations (40%)
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
40 Harare 8 Bulawayo	216 (part time) 648 (full time)	The Polytechnic has two groups of students: Part-time (Personnel working in libraries and information centres, who are released one day per week for formal training)
Duration of study (in year or month)	**Language of training**	Full-time students (School leavers) They attend lectures (18 hrs per week) and for 2 days are placed in libraries to gain practical experience.
1 year	English	
Number of full time staff	**Forms of training**	At the end of the course both groups write the same examination, which too are externally moderated.
3 (part time class) 5 (full time class)	Lectures Visits Placement	
Number of part time staff	**Technical equipment (labs)**	
3 (part time class) 8 (full time class)	Departmental library	

Nation:	Title of Training Programme
Zimbabwe	National Diploma of Library and Information Science
	Short Description of Objectives
	To provide librarians to fill middle-management posts in libraries and information services.

Name/Address of Training Institution	Main Contents / Courses		
	First year/Semester	Second year/Semester	Third year/Semester
Harare Polytechnic P.O. Box 8074 Causeway Harare Zimbabwe Parent body Ministery of Labour, Man_power Planning and Social welfare	Social studies Social functions of library Library management Development of library systems and materials Organization of knowledge (cataloguing, classification) Bibliography Care and maintenance of library materials Reference and information work	Social studies Social functions of libraries Library management Communication studies and literature Organisation of knowledge Abstracting and indexing Selection and collection building Reference and Information work	Social studies Management Social functions of libraries Audio-visual materials, production TV and radio broad-casting Communication studies and literature Organisation of knowledge Computer studies Reference: Information work

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
5 'O' levels but 'A' levels	1 : 15	Continuous assessments (60 %) Examinations (40 %)
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
25	3198 (20% non library)	
Duration of study (in year or month)	**Language of training**	
3 years	English	
Number of full time staff	**Forms of training**	
5	Lectures Seminars Hands on training Projects Placements	
Number of part time staff	**Technical equipment (labs)**	
11	Computer department T.V. radio studio Departmental Library	

Nation:	Title of Training Programme
Zimbabwe	National Certificate in Records Management
	Short Description of Objectives
	To provide trained personnel fo the national archives and their satelite institutions
Name/Address of Training Institution	Main Contents / Courses
	Management of current records Management of semi-current records Management of non-current records Conservation Reprography Administrative history of Zimbabwe Introduction to librarianship and information science Electronic data processing
Parent body	

TRAINING PROGRAMMES IN AFRICAN INSTITUTIONS

Entry Requirements	Ratio: Full time staff to students	Evaluation /Assessment
5 'o' levels		Continuous assessment (60 %) Examinations
Intake (per year)	**Number of in-class lessons (per students)**	**Comments**
25	216	
Duration of study (in year or month)	**Language of training**	
1 year	English	
Number of full time staff	**Forms of training**	
	Lectures Hands-on-training Audio-visual aids	
Number of part time staff	**Technical equipment (labs)**	
11	Computers- mainframe and micros. Reprographic equipment Departmental library Non access archival material	

LIBRARY, DOUMENTATION AND ARCHIVAL TRAININC IN SUDAN

by C. Wesley

Institutions offering courses and curricula offered

The first organized course in librarinaship in Sudan was a six week course given in 1960 by a Unesco expert who also conducted a ten days seminar for senior librarians.

1. Khartoum University, Institute of Extra Mural Studies:
In 1962/63 Khartoum University Institute of Extra-Mural Studies in cooperation with Khartoum University library, started an elementary course in librarianship. This was followed up by a certificate course which was started in 1969/70. Both courses are mainly for high school graduates already working in libraries. Both courses are conducted three days a week, each for an academic year.

The Institute for Extra-Mural Studies introduced in 1983/84 a three year diploma course for high school graduates who may take librarianship as a major. In the first year, in addition to an introduction to librarianship and documentation course, introduction courses to political science, to economics, to psychology and to social science are given. The second and third years are devoted to library courses.

This diploma course is not recognized by the Higher Education Council. As a result students who should have graduated in 1986 have refused to sit for their final exams. The course is presently being evaluated with the probability that it will be frozen.

2. Omdurman Islamic University, Department of Archives and Librarianship:

A Department for Archives and Librarianship at the Faculty of Arts of Omdurman Islamic University was established in 1966. A similar Department was established at the Girls' College of the same University in 1972. In both departments a four - year course is given, leading to a B.A. in Archives and Librarianship. The number of graduates of these Departments amounted to a hundred and sixty two men graduates, and forty eight women graduates up to June 1987.

The curriculum of the four year course is shown in the synopsis of existing and projected programmes on pages 104/105.

3. Juba University, Faculty of Education and Adult Training:

In 1981 the Faculty of Education and Adult Training of Juba University offered courses in librarianship for a year which were administered by Juba University library, in cooperation with the British Council, for high school graduates. A full time specialized training officer sponsored by the British government was in charge of teaching in cooperation with the University librarian. In addition, two lecturers from the staff of British Universities, sponsored by the British Council, participated in teaching some of the modules of the program.

This program was given for a second time for sixteen months. In addition to lectures and the theoretical side, practical training was given at Juba University library. The last six months of the program were set aside for the students to go back to their libraries for practical training and to carry out a project under the supervision of the training officer who visited the students in their working places to give them the needed guidance and supervision and to evaluate their work.

Due to the political instability, insecurity and economic problems in the South, these studies are not given at the present time.

4. Omdurman Ahlia College:

In 1986/87 Omdurman Ahlia College started a four year program leading to a B.A. in Library and Information Science. The courses start with a foundation year with emphasis on Arabic, English, Culture, Science/Mathematics and an Introduction to Information Science, followed by the 2nd year with the additional subjects of Library Materials, Cataloguing and Classification. The 3rd year concentrates on Bibliographic References, Principles of Library Management and Principles of Documentation and Information Science, and includes practical work. Finally students have to produce an Essay to obtain the Diploma. The 4th year emphasises on Types of Libraries and Comperative Library Studies with reference to Sudan and Developing Countries. An Essay must be produced by students at the end of the year to claim the B.A.

Graduate Courses

1. Omdurman Islamic University:

In 1985 a proposal was presented to Omdurman Islamic University to start graduate studies at the Department of Archives and Librarianship. The curricula proposed included the following modules:

- Basic introductory courses:
  a. Principles of archives, librarianship and information science
  b. Research methodologies

- Acquisition, organization and retrieval of documents and information:
  a. Selection and acquisition of library materials
  b. Technical services
  c. Research methodologies
  d. Abstracting and indexing

- Information technologies:
  a. Information storage and the use of computers
  b. Audio-visual aids
  c. Information networks

- Information sources and their use; including examples of information sources in each of the following:
  a. Social sciences
  b. Humanities
  c. Science and technology

- Information services of:
  a. Public libraries
  b. School and academic libraries
  c. Specialized libraries

- Management and evaluation:
  a. Priciples of library management
  b. Information systems analysis
  c. Standards of utilizing library services

- Special studies:
  a. Field studies
  b. Individual studies and research
  c. Dissertations.

2. Khartoum University:
In 1987/88 a post graduate diploma course will be started at the new Centre for Information Science, Librarianship and Archives at the Faculty of Arts of Khartoum University. The proposed curriculum is shown on page 106/107 of the synopsis of existing and projected training programmes.

General Observation:

1. Curriculum:
Both Omdurman Islamic University and Omdurman Ahlia College offer undergraduate B.A. programmes. While Islamic University offers Arabic and Islamic studies for one third of the courses, Ahlia College offers the two courses of culture and science/math/environment for the first year and political science, sociology and law for the

second year. The program at Omdurman Islamic University offers courses in archives, while the program at Omdurman Ahlia College does not offer any courses in archives. The post graduate diploma of Khartoum University has in addition to the program in library and information science, a separate program for the diploma in archives.

Although some of the programs offered contain a component of information studies, the curricula seem to conform to traditional librarianship as evidenced in the courses listed. Nevertheless, the mere listing of course offerings is not enough to indicate the content of such programs. To be able to propose new courses the scope, range of course content, teaching methodology and teaching materials need to be known in more detail. In the absence of such information, it would be difficult to give proposals for adjustments which could be made in future towards the harmonization of curricula and/or to the development of new education and training courses.

2. Teaching staff:

There is a scarcity of full time teaching staff. Omdurman Islamic University has four full time positions, two of which are for teaching assistants. The Girls' College has two teaching assistants. Introductory and advanced courses at Extra-Mural Studies has one tutor. The new Centre for Information Science, Librarianship and Archives has two positions for full time staff. Omdurman Ahlia University does not yet have any fulltime positions. Teaching in all of these institutions depends heavily on part-time contributions from practicing librarians.

The senior staff at Khartoum University library have been responsible for designing and teaching the curricula of the Institute of Extra-Mural Studies, Omdurman Ahlia College, and the post graduate diploma course of Khartoum University. The senior staff of the National Archives Office, in cooperation with Khartoum University library, in addition to the graduates of Omdurman Islamic University, are responsible for teaching and designing of curricula of the De-

partment of Archives and Librarianship at Omdurman Islamic University and the Girls' College.

3. Constraints facing education programs:

The following constraints have been identified to interfere with the succesful teaching of one of the above programs:

- Insufficient number of qualified staff to teach courses in areas which are relatively new.
- Scarcity of publications and teaching materials in Arabic in the information field.
- Poor library collections relating to the fields librarianship, documentation and information studies.
- The non-availability of laboratories containing book selection tools, reference publications, audio-visual aids which are essential for teaching practical applications and providing hands-on experience.
- The poor state of development of the national library/information infrastructure both affecting and being affected by the development of education and training programs.

4. Areas which need strenghtening:

A lot of effort is needed to create a program which will be realistic in terms of the very modest available resources and yet try to achieve quality standards. Areas which need strengthening are the following:

- The use of a variety of teaching techniques supported by various teaching aids.
- Establishing close working relations between library schools and other academic departments with relevant specialist skill.
- Supplementing programs by arranging for students to take units in other relevant academic departments.
- Bringing in from outside teaching expertise in needed areas until such time that local staff is recruited and has acquired the necessary competencies.

- Using exchange arrangements with suitable overseas library and information studies schools as useful mechanisms for helping to build up a new program with appropriate staffing establishment.
- Encouraging graduates from scientific disciplines to join the program for library and information studies.
- Holding regular meetings for those concerned for the purpose of keeping course outlines under constant review.
- Complementing formal education by providing opportunities for the continuing education of professionals through workshops and short courses.

Summary:

A variety of education programs in librarianship, archives and information studies are offered. The curricula seem to conform to traditional librarianship as evidenced in the course listing of programs offered. Education suffers from many constraints among which are predominantly shortage of full time staff. A lot of effort and assistance is needed to create a program which will be realistic in terms of the very modest available resources and yet achieving quality standards.

LIBRARY EDUCATION IN BOTSWANA

by J.R. Neill and K.J. Mchombu

Introduction

The inevitability of change seems to be the only certain prediction that one can make about the future, while an understanding of the present situation should be an altogether simpler task. However for many years those concerned with library education have devised curricula based not only on the faint glimmering of a very uncertain future but also on an imperfect knowledge of the library and information environment which they are currently purporting to be servicing. It is a fact that despite their constant exhortations for information to be recognised as a vital tool of planning and development, library educators themselves are constantly making important curricula decisions which frequently proceed from an inadequate or non-existent information base. As a result it can be argued that our library studies programmes are not without blemish, tending in may instances to produce individuals who are perhaps unable to function realistically in their own society and who at times appear as anachronisms - misunderstood, unappreciated and ignored.

This paper sets out to explore some of these issues within the context of the work of the Department of Library Studies, University of Botswana, whose development is summarised in the following brief outline. In 1974 when Professor John Dean undertook a consultancy[1] to establish the feasibility of developing a regional library science programme for Eastern, Central and Southern Africa, Botswana was not included in his itinerary nor in the final recommendations as the natural host for such a venture. Even to the casual observer, Botswana must appear to be an unlikely location for a regional library studies programme. Yet in less than a decade, and from seemingly very humble origins, the Department of Library Studies, University of Botswana had developed into a thriving regional centre offering a wide range of programmes for a rapidly increasing

student enrolment from an ever expanding catchment area within Africa.

The nature of library and information work in Botswana and its implications on the provision of library and information education

If one were asked to describe in a single word the nature of library and information work in Botswana the epithet one would choose would be 'traditional'. This is not a condemnation, nor does it ignore the innovative work that is taking place, it is quite simply a description of the reality that has shaped and conditioned the library education curriculum in a very persuasive way. Tradition refers to the commonly accepted market for library studies students - public, academic, national, school and special libraries, as well as the normal types of activities associated with institutions of this type. Evidence of a wider employment market within the 'information industry' is not yet apparent, information technology has barely gained a toe-hold within the established library environment, and there is little evidence of any major institutional changes so as to make the library and information sector more responsive to the actual information needs of the majority of Batswana.

The National Public Library Service naturally has always provided the largest single employment market for library and information personnel in Botswana, although as shall be recounted further on in this paper, this position will soon be usurped by major developments in the school library sector. The structure of the Botswana National Library Service will be familiar to those concerned with library development in Africa - a main headquarters in the capital serving as a national library as well as the executive arm of a nation-wide public library service with branches in most of the major towns and larger villages and with a few prototype reading rooms being developed in the more remote rural centres. Obviously there is a great deal one could say about the National Library Service but two factors seem worthy of highlight within the context of this paper as both provide

a paradox and a constraint in developing a library education curriculum.

The largest category of staff are designated as non-professional and can be identified as supporting staff who have usually completed some form of secondary education and in an increasing number of cases varying types of library training. Until quite recently this category of staff was repeatedly identified by a high turnover due to the lack of facility for career advancement and the availability of more rewarding opportunites in other employment sectors. Since the establishment of the Department of Library Studies this problem has been considerably alleviated and a large number of these staff have been directly integrated into the library career structure through Certificate and Diploma level programmes. While it is certainly true that the provision of these programmes has managed to achieve a more stable cadre it is still apparent that the junior member of staff represents a category of employee who is not sufficiently motivated in terms of his future career prospects in particular the opportunity to transfer to the professional scales. Until a clear and enlightened career pattern is established which links promotion at all levels with, amongst other things, the successful completion of an acceptable undergraduate degree then it is clear that this cadre of library staff will continue to leave the profession at the first sight of more rewarding opportunities.

When the National Library Service was first established over twenty years ago there was obviously a dearth of suitable staff at all levels which resulted in a highly centralised structure concentrating the operations of the service in the hands of the few qualified staff who were available. The professional librarians were few and they were not adequately underpinned at the assistant/para-professional level with the result that they had to engage themselves in performing para-professional, clerical tasks. Despite the fact that the service is now richly endowed with a large number of support staff, with many of them trained at Diploma level, who are more than capable of operating efficiently, effectively and independently, the structure has remained unchanged. It seems paradoxical and ironical that the pre-

paration that the junior staff receive from the Department of Library Studies is in many instances wasted as the structure of the service does not readily permit them to exercise all the skills that they have gained through their studies.

Academic libraries: Much of the foregoing applies in equal force to the University Library with the added complication of subject specialisation which is proving to be an additional inhibiting factor standing in the way of a clear career progression for the non graduate employee.

The most interesting development which is presently taking place is in the field of school librarianship where Botswana will soon be one of the few countries in the world to employ dually qualified teacher librarians in the secondary school sector. As part of the Government of Botswana's planned strategy of improving and expanding secondary education all existing and proposed Community Junior Secondary Schools are to be provided, under the auspices of a larger World Bank project, with a central library designed to meet the needs of the new curricula and managed by a teacher librarian who will have qualified as a teacher and will in addition have undergone a one year full time programme in librarianship. It is anticipated that similar efforts will soon be initiated in the senior secondary schools and eventually down to the primary level.

Whe the training implications of this World Bank project were first discussed[2] it was obviously an advantage that a suitable mode of education already existed, namely the Department's Post Graduate Diploma in Library Studies. Thus it was quickly agreed upon that where possible and in order to service the larger schools, graduate teachers should be enrolled on this programme providing for a dual professional qualification for graduate teachers both in education and librarianship. Naturally however graduate teachers are in short supply and only a small proportion of the schools can immediately be staffed in this way. As a result a parallel strategy has been adopted by the introduction of a new paraprofessional Certificate in School

Librarianship for non graduate teachers extending over a period of one academic year.

The entire project is currently being worked out and implemented and thus at this stage it is perhaps premature to discuss problems but obviously it would be surprising if there were none. One can safely predict a major problem that will be noted elsewhere in this paper, of providing an avenue for the non graduate teacher librarian to achieve graduate status either through education or librarianship and this potential problem needs to be speedily resolved before the first intake graduates from this new programme in 1989.

The nature of education for library and information work in Botswana

Reference has already been made to the type and level of programmes offered by the Department most of which will be familiar to those concerned with library education in Africa. The problems inherent in these programmes are not unique, nor are they being articulated for the first time. Indeed it is more than unfortuante that they echo the all too familiar platitudes that library educators in Africa have been fond of making over the last two decades, with solutions apparently as elusive as ever.

The Certificate programme is of one years duration and accepts students whose entry qualifications are quite some way below university entrance. Their command of English is fairly limited and their ability to benefit from a university based training programme is thus inhibited. Ideally the Certificate programme should be transferred out of a University environment and be held in a more practical and in-service-training type of institution. The reality is that the Certificate is here to stay providing as it does the only route for many library staff to enrol on the higher level Diploma programme on a later date.

The Diploma is a very useful qualification in its own right and the best students are really quite excellent and considerably enhance the proficiency of the library services they return to work in. However the major problem with the Diploma is its terminal nature and although negotiations are taking place, the Department, like many others, has still not resolved how the Diploma should be adequately upgraded to undergraduate level.

The recently developed Post Graduate programme like all programmes of its type suffers because of its short nine months duration which requires a great deal of intensive effort from both staff and students to cover the burgeoning library education curriculum in evidence today. The difficulty of achieving breadth and depth in a Post Graduate programme is familiar the world over and the Department's new programme has proved to be no exception. In developing this programme consideration was given to whether it should be at Master's level but the resolve was that the resources available could not sufficiently underpin a sound Master's programme although in the long term such a development cannot be ruled out.

As previously mentioned the Department is about to commence a new school library qualification and in addition has a major commitment to run annual vacation courses in co-operation with the German Foundation for International Development. The first series of these programmes has just been concluded and was for library employees who had not previously had the opportunity to enrol on a formal library education programme, and negotitations have just been concluded for a new series of courses that will cater for ex Diploma students with a view to updating and developing their skills and general appreciation of the new developments taking place in the world of library and information work.

The future of library and information education in Botswana

It is our view that the future participation of the Department in library education in Botswana and the Eastern, Central and Southern

Africa region will be determined by a sum total of a number of variables, some of which we know already and others vet fully to emerge. For purposes of this discussion, the term 'future' is used to refer to the period within the next ten years or so.

We naturally must start from the 'knows' before moving into the 'unknowns'. To some extent the 'future' is a child of the present. In this respect, one can hypothesize that the future participation in library education of this Department is going to be a product of a number of pressures both within Botswana, and within the sub-region as a whole. The main pressure points include (but are not limited to) the following:

- Provision of an up-grading course to ex-Diploma holders:
  The Government in Botswana is committed to see to it that the Diploma course in Library Studies does not become a terminal qualification. This has been necessitated by petitions from former diploma holders, the high-staff turnover of this cadre of staff on whom a considerable investment has already been made, and the realisation that it is now possible to find a solution to this stranded cadre of staff by taking them back to the University for an up-grading course.

- Development of appropriate Library and Information Systems and Services:
  There has been an undercurrent of dissatisfaction not only with existing organization patterns of Libraries and Information Services in the context of developing societies, but also the relevance and timeliness of the education of Library and Information workers for Africa in general and the region in particular. The word 'appropriate' is used here in an open-ended rather than static fashion. Examples of the prominent conflicts in this configuration: The incongruity of training for service to an elite in countries where the majority are semi-illiterate. Library development patterns whereby over 80 % of the infrastructure is aimed to cater for less than 5 % of the population. In appropriate methods of service marketing where one often finds so called National

Public Library Systems incapable of reaching more that 1 % of their potential user population. An important question here is: What comes first - the chicken or the egg? i.e. Do you set the Library and Information Services on an appropriate organizational pattern first or else? Do you produce the librarian oriented towards change as a pre-requisite? Might not, therefore, such fledgling graduates be isolated and easily hounded out of the service by those who wish to maintain the status quo?

- Research and publish or else?:
  Within the University of Botswana, there has been extra emphasis placed on continuous research and publishing as a mandatory additional requirement to lecturing. The whole staff appraisal and promotions system is geared towards recognising this aspect as a key to evaluating a lecturers performance. To a large extent the development of appropriate Library and Information Systems is also pressure in the direction of research for the purpose of discovering new knowledge as to how information users in a developing country interface.

- Continuing Education versus Formal Education:
  When the Department started offering courses it viewed its responsibility as primarily that of offering basic formal training. Over two hundred Certificate and Diploma holders have obtained this initial training and many of them are now writing back to enquire how they can refresh that basic education of five or more years ago? They ask, how can we keep up with new knowledge and skills? How can we prepare for specialization in specific areas? It seems that what these pressures are advocating is that professional education is never complete - it is a continuing undertaking; otherwise the skills learnt may soon become obsolete. We are being forced to recognise that continuing education is as important as formal education, and that "a School of Library and Information Studies has responsibility to its students beyond their graduation which extends throughout their careers"[3].

- Utilization of Modern Information Technology:
  Although there is still resistance to the application of modern technology by certain sections of the profession, it seems that the only way to solve some of the existing problems in the efficient handling of routine/clerical tasks is through greater utilization of information technology. Examples of such problems: huge backlogs of unprocessed documents because the manual system has failed to cope with the volume of incoming documents. Failure to produce up-to-date National Bibliographies, failure to produce union lists, failure to develop a reliable statistical base to monitor the performance and impact of Library and Information Services; failure to provide more specific access to the contents of documents in Information Centres other than the proverbial Author, Class, Title access points, even where these are totally inadequate.

The pressure points oulined may not be the only ones, but they seem likely to play an influential role in shaping the future profile of Library Education offered by this Department in forseeable future. The extent to which these pressures influence and shape the future programmes of the Department, on the other hand, is likely to be partly determined by a number of factors, most important of which would be the capacity of the Department.

This is a crucial factor, because as the main implementing organ, the human resources available will play a crucial role in analysing present day events and fashioning the required programmes. What are their beliefs, perceptions, and capabilities? Is there an adequate number of staff? Is there effective leadership and sense of direction within the Department? What is the capacity to deliver the goods? It seems that the Department does have a strong foundation as far as this factor is concerned; with staff who have varied interests and backgrounds, and a commitment towards change.

The Departments outlook as a Regional School will be to some extent influenced by the success or otherwise of efforts to start National Library and Information Schools in the region, for example, in Tanzania, Kenya, Malawi, Zimbabwe etc. The main fact is that the con-

cept of a Regional School of Library and Information Education has often failed because in most cases the school was forced to put the manpower training needs of the host nation ahead of its regional commitments. However, this Department cannot survive solely as a national school; it was not planned as a regional school, although the reality now is that the Department has developed a regional commitment.

Based on these pressures, factors, and considerations, therefore, the future is likely to assume the following profile:

- New Programmes:
  It is likely that a number of new programmes will be launched in response to expressed demands. The Certificate in School Librarianship has already been accepted by the University and should start in 1988. In addition, one can anticipate a new alignment of the professional content of existing courses aimed at producing versatile manpower capable of operating in the wider emerging information industry market.

- Greater Commitment to Continuing Education:
  The presssures for provision of continuing education programmes are likely to result in viewing the curriculum as a conceptional whole including both the formal courses and also 'core' courses for continuing education programmes. This is likely to result in greater participation in the production of teaching/learning packages for use both within the Department and within the region. An important core area for both continuing education and formal programmes is likely to be Information Technology. Although many of these programmes will be run at the Department, there is a great likelihood of the creating of a 'Regional Faculty' of experts within the region both to advise and act as resource persons in a bid to decentralise the programmes and host them at other centres in the sub-region.

- Greater Commitment to Research:
  The pressures for creating appropriate library systems, and the University's emphasis on research are likely to result in a market tilt towards research possibly in the areas of: information utilization for decision making; education; rural development; etc.

By way of conclusion one may say that the dominant impression is that the future is going to be one of expansion rather than contraction; change oriented rather than status-quo maintenance oriented; regional rather than national in character; and oriented towards modern technology. The Department is in a good position to influence events especially if the present pilgrimage and pioneering spirit continues to dominate.

References

(1) Dean, John. A Regional Library Science Programme for East Africa. Unpublished monograph, 1976.

(2) Lonsdale, R. Report on the Development of a Training Programme for Teaching Librarians in Community Junior Secondary schools in Botswana, Gaborone: British Council, 1986.

(3) Stone, Elizabeth W. Continuing Education in Library and Information Science for Egyptian Professionals in B. El-Hadidy and E.E. Horne (eds): The Infrastructure of an Information Society. Elsevier Science Publishers, North Holland, 1984. p619 - 637.

Editors' note: The authors of the above paper provided also background documents on the Post Graduate Diploma in Library Studies and on the Certificate in School Librarianship offered of the Dept. of Library Studies of the University of Botswana. These documents were too extensive to be included in this publication. Interested readers may approach the authors directly. The addresses appear in Annex I: List of Participants.

COURSES OFFERED IN THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE AT THE HARARE POLYTECHNIC

by D.M. Thorpe

Summary:

The German Foundation for International Development requested each invited participant in its Post-IFLA-Conference Seminar, Bonn/FRG August 24 - 28, 1987 to write a short paper on the courses offered at institutions in his/her country regarding the education and training of librarians, documentalists and archivists.

The three qualifications offered at present in Zimbabwe are:

1. The National Certificate in Library and Information Work to cater for the requirements of non-professional staff working in libraries;
2. The National Diploma in Library and Information Science to cater for middle management professional librarians; and
3. The National Certificate in Records Management, for which enrolment has initially been limited to employees working in government and parastatal records departments. This is catering for an expansion in archival work envisaged by the recently passed Archives Act.

The subject contents of each are provided in condensed format in the synopsis of existing and projected training programmes, page 126 - 131. Future developments being mooted are:

1. Students who are qualified for university enrolment and who pass the three-year diploma with sufficient credits or above, may be offered a fourth year option to convert to a degree in librarianship; and
2. To introduce a three-year full-time National Diploma in Records Management.

The main problems at present are the shortage of staff, dependence on some expatriate and some part-time staff and hence a lack of assured continuity.

National Certificate in Library and Information work

Training for the City & Guilds Certificate for Library Assistants was offered in Zimbabwe since 1972. This was replaced in 1986 with a local equivalent called the National Certificate in Library and Information Work.

The training was available only to full-time employees in library or related jobs who could be released as part-time students to attend formal lectures one day per week. An alternative one-year full-time course was introduced in 1987 to cater for school-leavers who lack the experience and maturity of the older part-time students. The full-time students spend eighteen hours a week attending lectures and two days per week on placement in libraries.

The final examinations and qualification are identical regardless of which course the student follows. At an UNESCO seminar held at the University of Zimbabwe in February 1987, it was considered that numerically the greatest manpower requirements would be at this level of non-professional staff.

National Diploma in Library and Information Science

The first students for the three-year National Diploma in Library and Information Science were enrolled in 1985 and are now, in 1987 in their final year.

The course is designed for middle-management professional librarians. The emphasis on practical applications of information science is stressed by the awarding of 60 % of each subject's marks on the basis of assessments and assignments throughout the course.

Four periods of field work during the course (namely, two periods of three weeks each in the second year and two periods of four weeks each in the third year) provide for the students to gain experience on "placement" in

1) a national library;
2) an academic library;
3) a public library; and
4) a special library.

While on "placement" their performance is assessed by their host librarian and by their fieldwork coordinator who visits them on site. They are also required to write up their experiences as assignments. The comments of host librarians to their work have been most favourable, while the occasional weakness brought to the student's attention at this stage can be eliminated.

National Certificate in Records Management (Archival)

The National Archives of Zimbabwe Act No. 8 of 1986 provides for the establishment of archival centres throughout the country and empowers the Government to have access to private collections of records. There is accordingly a great need for personnel to be trained in archival work, a field in which no training was previously available in Zimbabwe. The course was first introduced in 1987.

Initially this course is catering exclusively for government, local government and parastatal personnel working in records departments. Because much of the material used is lodged at and may, by law, not be removed from the National Archives, about two-thirds of the course is run there. The remainder is done at the Polytechnic. Interest has been expressed by private companies for their staff to be admitted to the course in future.

Future Developments

The annual intake of 25 students on the diploma course is envisaged as meeting the national manpower requirements within ten years, with some allowance for a few places for students from SADCC countries. At present there are three foreign students.

At the beginning of 1986 the Polytechnic started to offer B. Tech. Degree courses. A proposal is being considered to offer those qualified for university enrolment and who pass the final diploma with sufficient credits or above, an option of converting their diploma to a degree in Librarianship.

As with the library training, it is realized that a part-time certificate course in records management is a beginning. If resources permitted, a three-year National Diploma in Records Management would be a desirable development.

Present Student Enrolment

1) National Certificate in Library & Information Work

Harare Polytechning	Part-time	18
	Full-time	22
Bulawayo	Part-time	8
		48

2) National Diploma in Library & Information Science

First Year	24
Second Year	24
Third Year	12
	60

3) National Certificate in Records Management

Part-time	25

Editor's note: The author provided three appendices together with the paper, describing the curricula and course contents for the three programmes offered at the Harare Polytechnic. The appendices have not been reproduced in this publication, but may be requested by interested readers directly from the author.

CURRICULUM ADJUSTMENTS IN INFORMATION STUDIES TRAINING PROGRAMMES IN ZAMBIA

by O.N. Mohamedali

1.0 Programmes of Library Education in Zambia

The Department of Library Studies (DLS) at the University of Zambia offers a two-year non-graduate Diploma programme in Librarianship and a four-year degree programme leading to the degree of B.A. with Library Studies. It also offers a course in School Librarianship to potential teachers pursuing a Bachelor's degree programme of B.A. with Education or B.Sc. with Education. The Department has plans to mount Master's degree programme in Library Science in the near future. Meetings are currently taking place of the Library Advisory Committee in the Department of Technical Education and Vocational Training, Ministry of Higher Education, to consider mounting a national Certificate course in Library Studies. From time to time short courses on continuing education for practicing librarians are held by the Ministry of Higher Education with financial assistance from foreign donor agencies and with teaching assistance from qualified staff from Zambia and abroad[1)].

2.0 Contents of Library Education Programmes at the University of Zambia

This paper concentrates on the Diploma in Librarianship (Dip. Lib.) and the Bachelor of Arts with Library Studies (B.A.L.S.) programmes which are currently offered by the Department of Library Studies at the University of Zambia. Discussions of the Master's degree in Library Science and Certificate course in Library Science and Certificate course in Library Studies are excluded, first of all because these programmes have not yet commenced and secondly because the methods described in this paper of making adjustments in the Dip. Lib. and B.A.L.S. programmes are also applicable to

making adjustments in the curricula of the projected Certificate and Master's degree programmes in Zambia. The contents of both courses are shown in the synopsis on page 120 - 123.

2.1 Analysis of the Library Education Programmes at the University of Zambia

The generalist courses consisting of a core of introductory professional courses are intended to prepare students for librarianship in general, and specialist courses are intended to afford students an opportunity for specialisation in the various types of library services.

Whereas the B.A.L.S. consists of a combination of professional and academic courses, the Dip. Lib. consists of professional courses only. Whereas the duration of the Dip. Lib. is two years only, that of the B.A.L.S. is four years.

However, there is a difference in objectives and the graduation requirements of the two programmes. Whereas the objective of the Dip. Lib. is to prepare personnel for semi-professional middle-management work in libraries, the objective of the B.A.L.S. is to provide academic and professional education to produce professional staff capable of undertaking responsibilities at high management level in libraries[2)]. Whereas the total number of courses required to graduate with Dip. Lib. are eight, the total number of courses required to graduate with a degree are sixteen.

There is also a ladder of educational opportunity available for qualified Dip. Lib. graduates who wish to proceed to the B.A.L.S. programme. All Dip. Lib. graduates with an average result of grade B and above are eligible to apply for admission to our B.A.L.S. programme. There is also a provision for them to apply for exemption in up to four full courses if they are admitted to the B.A.L.S. programme. This implies that diplomates who have been awarded four exemptions can finish their B.A.L.S. in less time than ordinary B.A.L.S. students i.e. three years instead of four[3)].

3.0 Constraints of Library Education Programmes at the University of Zambia

It is evident that the general aim of the Dip. Lib. and B.A.L.S. programmes is to produce librarians who must possess breadth of understanding and knowledge to be able to help users obtain information from records in whatever format they may be stored in an archive, library or documentation centre[4]. The DLS, however, is not able to achieve this aim to the full because of constraints of staff, equipment and library facilities. These constraints are described in some detail below.

3.1 Constraints of Staff

There being only five members of staff in post out of the total establishment of eight, the Department is presently not able to offer all the courses contained in the syllabus. This setback however is temporary because the Department already has an indigenous member of staff who has shown a keen interest in the teaching of archives and records management courses. There are plans to send him abroad for specialisation in Archival Studies under the University's staff development programme. It is hoped that when he returns from studies abroad, the Department will be relieved of the problem of specialist staff needed for the teaching of courses on Archives and Records Management.

Also, because of the shortage of staff, the Department is presently not able to offer optional courses in bibliography (documentation) in the areas of humanities, sciences and social sciences. This setback is again temporary because four indigenous staff have already been sent abroad for specialisation in various aspects of documentation work and in the work of scientific and technical libraries. It is hoped that when all our staff return after successful completion of their studies, the Department will be able to teach all the courses.

3.2 Constraints of Equipment

Ideally, the DLS should have its own audio-visual, microform and reprographic equipment if it is to communicate its curricula effectively and efficiently. Presently the DLS shares audio-visual equipment and reprographic facilities with three other Departments in the School of Education which, incidentally, consists of the Departments of Education, History, Library Studies, and Literature and Languages. Sharing of the existing equipment resources among four departments has resulted in too much demand being made of limited available resources.

Plans are however underway to reorganise the structure of the School of Education. Two Departments, namely the Departments of History and of Literature and Languages have decided to pull out from the School of Education in order to join the School of Humanities and Social Sciences. It is hoped that when the restructuring plans of the School of Education are implemented, the DLS will benefit in that it will not have to share the existing meagre sources with as many departments as there are now in the School of Education.

3.3 Constraints of Library Facilities

The DLS presently uses the reading materials and study facilities available in the University of Zambia (UNZA) Main Library. Because of economic constraints, the UNZA Main Library is not able to provide enough copies of key textbooks and other reading materials to meet the essential needs of the DLS staff and students. This problem could be somewhat alleviated if the DLS had its own library.

The DLS has therefore made a start in this respect by collecting bibiliographic and relevant library science reading materials from various sources from within and from outside Zambia. But these resources are not properly organised and used because of lack of space and staff. It is hoped that the efforts made by the DLS will be supplemented by the UNZA administration when the DLS receives the necessary approval for physical facilities and staff needed to enable the Department establish a proper library of its own.

4.0 Adjustments of Library Education Programmes Despite the Constraints

The existing limitations of manpower, equipment and library facilities do not deter the DLS from regularly examining its existing programmes and making improvements consistent with the current requirements of education for librarianship in Zambia. The Department monitors carefully the feedback it receives from the profession at large, the practicing librarians in Zambia and from the DLS staff and students in order to detect the need for modification and refinement of its curricula. Indeed, the curriculum rethinking in respect of objectives, content and teaching method is a continuing process and it is very much influenced by the following:

4.1 Curriculum Adjustment Based on the Changing Needs of Libraries and Information Services in Zambia

The DLS has realized that the scope and treatment of the information technology component in its curricula is inadequate despite the fact that the country already has a reasonable amount of experience in the use of technology for information work. Libraries in Lusaka such as the University of Zambia, the United States Information Centre and the United Nations Institute of Namibia are already using computers for some of their information work. Other libraries such as the National Council for Scientific Research Library, Lusaka; Mount Makulu Research Station Agricultural Library, Chilanga; and Tropical Diseases Research Centre Library, Ndola, are planning to acquire microcomputers for information work in their libraries.

The DLS on its part has responded to the developments above by adjusting its programmes to meet the changing needs of libraries and library technology in Zambia. It has done this by incorporating elements of information technology and audiovisual librarianship in its curricula. These elements include automation of technical services as well as modern methods of information storage, retrieval and dissemination including equipment consideration. But the DLS is not satisfied with what has been achieved so far. It believes that more needs

to be done to strengthen its curricula, particulary on information technology, in order to bring it in line with the UNESCO Guidelines on Curriculum Development in Information Technology for Librarians, Documentalists and Archivists[5]. The DLS is somewhat hampered in its progress because of lack of adequate data on the type of skills and the total number of trained library personnel required for work at various levels in Zambia. There is also inadequate information about the users' needs and appropriate information technology for Zambia. In order to rectify these inadequacies, DLS has decided to include several surveys in the list of research priorities submitted to the University of Zambia School of Education Research Publications and Higher Degrees committee meeting in February 1987. It is hoped that once surveys are undertaken and the results known, the DLS will review and adjust its educational programmes to produce personnel capable of responding fully to the current and projected needs of libraries and information services in the country.

4.2 Curriculum Adjustment Based on the Changing Needs of Information Profession in Zambia

Presently the Zambia Library Association is involved in the excercise of development of the Library profession in Zambia. Leading educationists, practitioners, employers of librarians and government representatives are all collaborating closely in this exercise. They are all trying to prepare and present to the Government of Zambia for approval a document on a national information policy for Zambia. This document is expected to spell out clearly the expectations of information agencies, information services, information personnel and information education in Zambia. This is indeed a very encouraging development which if approved by the Government of Zambia, will give an impetus towards the realization of a National Information System (NATIS) for Zambia. The DLS will in turn respond positively to the approved NATIS plans for Zambia and tailor its eduational programmes to meet the demand for information personnel needed for NATIS in Zambia.

4.3 Curriculum Adjustment Based on the Awareness of Current Trends in Library Education Internationally

It was revealed at the Post-SCECSAL Seminar, which I attended in August 1986, that not enough emphasis was given to the study of African librarianship in the curricula of library schools in the Central, Southern and Eastern African region[6]. This issue was discussed with members of the teaching staff in the DLS when I returned to Zambia from the Seminar. The DLS staff in turn reacted and embarked on an exercise of examining the content of the course on Bibliography and Librarianship in Africa South of the Sahara in order to investigate the possibility of enlarging the scope of the course so that it is changed from a half-course. When investigations into this course are completed and revisions and adjustments agreed upon, they will be communicated to the appropriate UNZA Committees for consideration and approval.

4.4 Curriculum Adjustment Based on the Feedback Received from Practicing Librarians in Zambia

The DLS, through its practical library training programmes, tries to ensure that harmony exists between education for librarianship and practice in librarianship. It recognizes the importance of exposing students to operational aspects of librarianship since librarianship, as opposed to the teaching of librarianship, is essentially a practical profession. Practical training does not only clarify and revitalize the theoretical knowledge of our students, but it also enables them to be exposed to a multitude of local problems which, when qualified, it will be their task to solve.

The DLS's operational attachment programmes are interspersed with the full-time theoretical part of the Dip. Lib. and B.A.L.S programmes. Students are assigned practical and administrative tasks to be performed under the supervision of qualified librarians during their library attachments periods. Students are awarded a grade at pass or fail on the basis of the following:

a) a report by the student;

b) a report by the Chief Librarian of the host library;

c) a report on the visits to the libraries and interviews of students and their supervisors by members of the DLS.

The analysis of the above reports help the DLS teaching staff to evaluate the strength and weakness in the Department's teaching programmes. The reports received this year, for example, revealed the need to realign the sequence of courses taught in our B.A.L.S. programme. The existing alignment of courses was found not to be balanced enough to enable the students to derive maximum benefit from their practical training excercise. Hence the DLS is currently deliberating on the possiblity of adjusting the formal sequence of courses in the second, third and fourth year of the B.A.L.S. programme. It is considering moving two half-courses offered at the third year level to the second year level[7]. It is hoped that this would create a reasonable balance in the number of courses offered to degree students each year. It would also ensure that the courses taught in the second and third year match the requirements of practicing librarians.

4.5 Curriculum Adjustment Based on the Teaching Experience of the Staff in the Department of Library Studies

Teaching staff in the DLS are asked every year to prepare afresh the outlines of the courses they are expected to teach in the coming academic year. They are supplied with publications received from the UNESCO and German Foundation for International Development on the subjects which they teach. These publications help them in their task of reviewing, revising and updating their course outlines. The publications also help them to keep up-to-date with new trends and developments in their areas of interest.

Analysis, for instance, of outlines of the courses which were taught in the department over the past ten years, shows evidence of their regular revision i.e. new topics are added and reading lists revised and updated. Such minor adjustments based on the reading and teaching experience of staff are accommodated in the DLS curricula without reference to the University administration for approval.

5.0 Conclusion

The general aim of the DLS education programmes, as already explained, is to equip students with a knowledge on the whole spectrum of library and information work. Accordingly, the curricula of the DLS are so designed that they contain a common core from which students could proceed into various areas of specialisation. We in the DLS believe that such an approach would create a co-ordinated and harmonious relationship in the information personnel we produce for various types of information agencies. But we are handicapped in achieving our aim fully because of constraints of staff, equipment, library facilities and lack of comprehensive and up-to-date assessment of library manpower needs and information needs of the community in Zambia. Attempts are indeed being made to resolve these constraints and it is hoped that when all these constraints are resolved, the DLS will be able to admit the right number of students and prepare the right type of personnel to match the current and projected manpower needs of Zambia[8].

In the meantime, in spite of the many shortcomings we have in Zambia, the DLS regularly reviews its curricula and makes adjustments wherever possible to accommodate the user and social needs of Zambia. It is guided in this by the experience of the library profession, practitioners and teaching staff in Zambia. Our approach to curricula adjustments is neither unique nor ideal but it is systematic and it coincides with the one advocated by the UNESCO in its UNISIST Guidelines for Curriculum Development in Information Studies:
"Programmes must be hospitable and flexible to accomodate changes; staff must be professionally aware and attuned to change and development both at home and overseas; and it may well be advisable to provide a formal mechanism for monitoring and taking account of change by instituting reviews on a regular and systematic basis."[9]

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THE INFORMATION PROFESSIONS AND THE SEARCH FOR A FUNCTIONAL IDENTITY

by W.O. Aiyepeku

1. Introduction

During the past six years, I have been fortunate to be given opportunities of active involvement in the design, monitoring and evaluation of socio-economic information systems. My sabbatical year at the International Development Research Centre, in particular, has brought me in close working relationships with a large number of librarians, archivists and information scientists in industrialized as well as developing countries. Our efforts over the past three years to develop an international training programme in information science at this university have strengthened and expanded my contacts with leading educationists for information science at several conferences and technical meetings. However, the cumulative effect of these experiences on my professional outlook has been rather mixed. On the positive side is the exhuberant dynamism that characterizes most of the multi-faceted challenges of information-related activities, at both theoretical and applied levels. And yet on the other is the definite feeling of dèja-vu as I witnessed debate after debate on varying forms of such themes as "What are the information professions?" "What is information science?" "What do librarians, archivists and information scientists do in common?" "How can the training programmes of the information professionals be harmonized?" etc, etc.

The objective of this paper is to reflect on these issues as they relate to the question of evolving a functional identity for the information professions. It is my considered opinion that the Ibadan community of leading practitioners and teachers of Librarianship, Archival Studies and Information Science should take more than a passing interest in the concerns of this paper. It is my hope, therefore, that the points raised and discussed in this paper will throw

some light in the direction of a common destiny for the information professions in Nigeria primarily, and internationally as well.

2. Which Are the Information Professions?

The information industry has been studied most systematically and exhaustively in the United States, especially since Machlup (1962). Consequently, it seems logical to focus our attention on that subcontinent in our search for clear guidelines leading to an answer to the question posed for this section of the paper.

In industrialized countries where the availability of social statistics is often taken for granted, it has long been recognized that the proportion of the workforce engaged in "information-related activities" is growing phenomenally at the expense of the other sectors of the economy (Cronin, 1983). Even if we do not agree with the bewildering array of information-related professions and vocations listed by Cronin and others (for example, Porat, 1977) as constituting the so-called "quartenary industries", it is generally true that we are dealing with a very large number of "information practitioners" who are engaged in the generation, collection, codification, storage, retrieval, manipulation, management, dissemination, packaging, evaluation and marketing of information.

According to Masuda (1977), the "quartenary industries" can be sub-divided into four broad classes: (a) information industries; (b) knowledge industries; (c) arts industries; and (d) ethics industries. We can ignore the last two since they are not of direct interest to the professions from which the majority of participants at this seminar have been drawn. Indeed, from Porat's (1977) typology of information workers, only two of the five broad groupings he identified, that is, the "information processors" and "knowledge distributors" categories would interest most of us in this room. The "information processors" group accommodated, more or less, the information scientists while the "knowledge distributors" category was

further sub-divided into (a) educators; (b) public information disseminators, archivists, curators and library assistants.

Clearly, then the information professions comprise far more than Librarianship, Archival Studies and Information Science. For pragmatic reasons, however, the rest of this paper will consider only these three professions, and we shall now attempt to establish an identity for them from the viewpoint of their functions.

3. A Functional Approach to Identifying the Information Professions

A public lecture delivered by one of the leading teachers of information science was published recently (Bottle, 1984). That talk volunteered a controversial opinion about the function of librarians in the following words:

"Only the librarian is professionally concerned with information and/or reading material for recreational purposes. He is traditionally concerned with conserving those original information systems known as Batches of Organized Knowledge (more often referred to by the acronym BOOK). Although librarians have shown interest in non-print media, especially AV material for educational and recreational purposes, the etymology of their name binds them eternally to the book" (Bottle, 1984, p. 168).

In one word, Bottle seems convinced that the major traditional function of the librarian is to conserve the book, and only peripherally is he concerned with the information contained in it. Most of us will probably disagree with Bottle, but it is significant to note that many information scientists share his opinion, either through genuine ignorance of what librarians do or through bias. I am not sufficiently familiar with the functions of archivists to suggest what might be considered their major functions. Fortunately, we have an eminently qualified specialist in this area among us who can fill in that obvious gap in this paper.

The University of Pittsburgh and King Research, Inc., both in the United States, conducted a joint survey to determine the size of the information profession. The aim of the survey was to focus on "those who were indisputably in the 'hard core' of professional information work" (Debons et al, 1981, p. 5). The authors used a 'function-based' approach, that is, they included in their census anyone whose primary work function (at a professional level) involved more than 50 percent information-related activities, irrespective of their disciplinary affiliation. As a result, the following nine functional groupings were established (Debons et al, 1981, pp. 6 - 7):

(1) managing information operations, programmes, services or data-bases;
(2) preparing data and information for use by others;
(3) analysing data and information on behalf of others;
(4) searching for data and information on behalf of others;
(5) remaining operational information functions;
(6) information systems analysis;
(7) information systems design;
(8) information research and development; and
(9) educating and training information workers.

It is of major interest to us here that library-centred functions were reportedly performed by as much as ten percent of the total of 1.641 million 'information professionals' surveyed. It is also instructive to note that the function of archivists was subsumed under the 0.9 percent 'Other' category, and that the large 'Unspecified' category probably comprised mainly intelligence workers. Clearly, then, the 'information professionals' comprise librarians, archivists and, of course, information scientists, among others. Is there a functional identity by which all three could be unequivocally recognized?

4. Evolving a Functional Identity for Librarianship, Archival Studies and Information Science

Unlike the information scientist, the professional identity of the librarian or the archivist is clear-cut. However, both the librarian and the archivists share the burden of identifying their functions with physical structures called 'the library' and 'the archives' respectively. Librarians and archivists are quick to assert their claim as information professionals, and we have indeed produced empirical evidence in this paper to show that their claim is justified. Thus, and perhaps unwittingly, the librarian and the archivist have been thrown into that couldron of an identity anomy from which the information scientist has struggled to escape for decades (see, for example, Otten, 1974).

Table 1 is an attempt to present Librarianship, Archival Studies and Information Science in the context of a selected number of information-related professions and vocations. These three professions seem to occupy a 'middling' position between the 'higher-order' information professions that have long been recognized as crucial to national security and technological progress on the one hand, and those that belong to the lower echelons of the hierarchy on the other. Thus, very much like Rothstein's (1961) categorization of three levels of reference services in American libraries during the 1960's, those very professions that we have good reasons to classify as constituting the 'core' of the information professions seem caught between and betwixt, without a functional identity of their own. Is there a way out assuming, as this paper does, that such an identity is indeed desirable?

Table 1: Selected List (Hierarchy?) of Information-Related Professions
1) Espionage (international, corporate and individual) 2) Intelligence Work (international, intra-national, corporate and individual) 3) Computer Science (Statistics?)
4) Information Science 5) Librarianship 6) Archival Studies (Museology?)
7) Mass Communication 8) Printing and Publishing 9) Bookselling

It is probably evident by now that the functional identity we are looking for will have to be sought around the word 'information', no matter how one may choose to define it operationally. However, one notes that although each of the so-called 'higher-order' information professions in Table 2 has clear information functions, none of them has the word 'information' in its name. This observation suggests that we are not necessarily confined to 'information' although I must confess my total lack of interest in exploring any other word in this paper. We may also note, in passing, that whereas Computer Science shares a similar burden with Librarianship and Archival Studies in having its function derived from a physical structure, the computer, the magic word "science" seems sufficient to persuade us that carrying the burden is fashionable.

5. Towards a Functional Identity for the Information Professions

If, as we have argued, all three information professions share a common functional identity in the word "information", it would seem logical that the institutionalized setting for the formal training of

practitioners of the professions should also share a common identity. Since practice traditionally reflects training in all the professions, we would expect the professional orientation of Librarianship, Archival Studies and Information Science in any society to mirror strongly the principles and tenets inculcated in students who later become practitioners. In other words, we share the conviction that has been expressed repeatedly at conferences organized by accredited international agencies, such as IFLA, FID, Unesco and ICA, that the training schools would have to provide effective leadership in the search for a functional identity for the three information professions.

When we examine current practice, however, no clear pattern emerges. The largest concentration of training programmes for Librarianship, Archival Studies and Information Science as single-tier or mult-faceted programmes, is in North America. Table 2 presents a breakdown of the rather large permutations in the names given to the 67 full members of the (American and Canadian) Association for Library and Information Science Education (Source: ALISE, 1984, pp. 9 - 43):

Table 2: Permutations in the Names of Members of ALISE, 1984

School of Library Service/Librarianship	5
School/College/Dept. of Library & Inform. Science/Services	28
Faculty/School/Department/Devision/College of Library Science	13
(Graduate) Library School	4
School of Library & Information Studies	6
School of Librarianship	1
Graduate School of Librarianship & Information Management	1
School/College of Information Studies	2
School/Division of Library & Information Management/Science	3
Graduate School of Library Studies	1
School of Communication, Information & Library Studies	1
School of Library Science & Instructional Technology	1
Department of Library, Media & Information Studies	1

For the purpose of this paper, only two observations need be made from Table 2: First, 'Archival Studies' is not mentioned in any of the names although a large number of the institutions offer at least one course in this area. Secondly, although 'Library and Information Science' is clearly the more popular choice, it fails to move us forward in the search for a functional identity.

'Information Science', tantalisingly promising a first, comes crashing down when we are confronted with two inexorable realities. The first is that the 'science' of information is yet to attain universal acceptability, although several respected learned societies, such as The Institute of Information Scientists, as well as some influential individuals, do not appear unduly bothered by this consideration. Secondly, the word "science" would have to be given a very broad meaning indeed in order to apply it to most of Librarianship and Archival Studies and even much of what goes for Information Science. Consequently, we would not be too comfortable at calling ourselves "scientists" as computer scientists, for example, have a right to.

Single-word, functional names are commonly used to describe the best-known professions - Teaching, Medicine, Nursing, Engineering and Law, for example. The practitioners are then called by the single name derived from the function of each profession, irrespective of the number of specializations within it - teachers, doctors, nurses, engineers and lawyers respectively. Experience has taught us of the compelling merit of such a neat ordering of social behaviour. Could a single-word, functional name be derived for the information professions of Librarianship, Archival Studies and Information Science?

The literature has so far thrown up only one serious candidate - 'Informatics', with its subset 'Informetrics'. The trouble with Informatics is that it tends to mean different things to different people at the same time and at different places. The Eastern Block countries seem to favour this word very much, but they have not exported it with an appreciable degree of success to the West, North or South.

Moreover, it is not at all clear if practitioners of Information would like to be called 'informaticians' or some other derivative from Informatics, such as 'informants', which has a somewhat odious connotation, or 'informaticists' which sounds rather ponderous. In any event, Informatics remains a viable candidate and it would be interesting to see if its adoption does indeed spread appreciably during the coming years.

How about 'Information Studies'? The universities have played their traditional leadership role in this respect, too, as they have done in discussions on other aspects of the information professions. Not long ago, most library school modified their names to read 'Schools of Library and Information Science' (see Table 2 again). Such changes coincided with the period of enthusiastic, if somewhat premature, recognition of a 'science of information' - a recognition that has proved short-lived. Now, we are witnessing a significant reappraisal as leading schools of library and information science seem to be modifying their names once more. Three examples come quickly to mind:

(a) College of Information Studies, Drexel University, USA;
(b) School of Information Studies, Syracuse University, USA; and
(c) Dept. of Information Studies, University of Sheffield, U.K.

In addition, the rational being developed by the University of Denver's School of Librarianship and Information Management as a basis for changing its name to 'College of Information Studies' are most pertinent (Cronin, 1983, pp. 9 - 10).

Whether or not other schools of library and information science follow the example of these universities is not relevant to the subject of this paper. What is critically important is for us to examine the relative merits of having colleges or schools or departments of 'Information Studies' instead of the existing colleges/schools/departments/divisions of 'Library Studies' or 'Library and Information Science' or 'Library, Archives and Information Studies' or indeed any other permutations involving the words 'library', 'archives' and 'information'.

The first obvious advantage derives from the argument put forward in Section III of this paper; the function of librarians, archivists and information scientists is the provision, study and management of information in all its ramifications . Thus, all three professions would readily relate to a simple, functional name without in any way jeopardizing their professional identities or specializations.

Secondly, the functional name we have derived encourages all information practitioners to relate their activities to a common professional function, irrespective of the names of the buildings where these functions are carried out. It is illustrative to observe that bibliographers, indexers, abstractors, records managers, media specialists and map librarians, for example, often practise their specializations in work situations that are not called libraries or archives, without losing their identities as librarians or archivists. Indeed, their professional identities could be considerably enhanced in such situations since the relevance of their information functions would have to be justified in the context of clearly defined organizational objectives and performance.

Finally, we should not lose sight of a growing tendency among professional associations to reflect only information functions in their names. To cite just one example, the (British) Association of Special Libraries and Information Bureaux (ASLIB) incorporated its name as 'Aslib' a few years ago - very much like what Unesco did before it. Aslib is now marketed as "Aslib: the Association for Information Management". Consequently, the new address of Aslib Headquarters at Boswell Street, London, is appropriately, called 'Information House'. We may also note that the North-Holland Publishing House has launched the journal: "Education for Information" whose Editorial Board comprises librarians, archivists and information scientists who, apparently, have no difficulty identifying with the clear information functions of this journal.

6. Closing Remarks

It is quite possible that my presentation up to this point has created the impression that I am advocating the integration of Librarianship, Archival Studies and Information Science. No. Rather, what I do advocate is the harmonization of these three information professions under their common, functional identity 'information', along the lines already mapped out by reputable international organizations.

The International Federation of Library Associations and Institutions (IFLA), the International Federation for Documentation (FID) and the International Council on Archives (ICA) initiated discussions aimed at the harmonization of education for the three professions. The three bodies jointly organized a "Workshop on Education for Information" in Vienna in 1983 which led to agreement on the necessary elements in the harmonization process. This was quickly followed by another meeting in October 1984 when Unesco brought together, in Paris, some 20 experts from all over the world at an "International Symposium on (the) Harmonization of Education and Training Programmes in Information Science, Librarianship and Archival Studies". The final report of that Symposium resolved, inter alia, that
"... to harmonize training courses would not imply their integration. The three traditional information professions feel that they should retain their individuality and their ability to sustain and develop distinctive bodies of theory and practice. Nevertheless a harmonized common core area, consisting of both theory and practice, might be developed in a general atmosphere of user-orientation." (Unesco. PGI, 1984, para. 6).

Considerable progress was made at that Symposium to identify a "harmonized common core area, consisting of both theory and practice" in areas of Management, Technology and User Studies; a fourth area, Quantitative Methods, is being actively considered. A major concern of this paper is that our educational and professional activities in this part of the world be aligned to which were followed up in 1987 with the "International Colloquium on the Harmonization of Education and Training Programmes for Library, Information and

Archival Personnel" in London and the DSE Post-conference seminar "Curriculum Adjustments in Information Studies Training Programmes" in Bonn.

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CURRICULUM ADJUSTMENTS IN LIBRARY AND INFORMATION TRAINING PROGRAMMES: MALAWI COUNTRY PAPER

by R.S. Mabomba

For Library and Information training, there is only one programme in Malawi at Library Assistant Certificate level. Since May 1984 there have been plans to establish a 3 year Diploma Programme in Library Studies at the University of Malawi, but nothing has materialised so far.

Manpower needs

Two surveys have been attempted during the past five years, namely Mabomba[3] 1982 and Namponya 1986 (incomplete). For the conventional library services (archivists excluded), it was estimated that by 1985/86 Malawi would need at least 51 professionally trained personnel (ie. postgraduate Diploma, ALA, FLA, Masters or higher); 23 undergraduate diplomates (subject to the rate of growth of the small libraries after 1982), and 96 Certificate level manpower.

Manpower needs for village library and information services have not been surveyed yet. Prerequisites for the latter include knowledge of:

- Information needs of the people;
- Social conditions and habits of the people;
- Kinds of services to be provided to the people; and
- Nature or characteristics of staff who can operate the services.

The areas to be served are extensive, and it would also appear that village library and information services would be rather labour - intensive; larger numbers of trained personnel would be required.

The Malawi Library Assistants' Certificate Course (MALA Course)[1)]

The Course has been run by the Malawi Library Association since 1979, with the assistance of the National Library Service and the University Library human and other resources.

1. Aims

Many institutions in the public and private sector in Malawi have libraries. As the demands for access to relevant information increase and become more sophisticated, so too do the demands for trained staff to organise, assist exploitation and develop existing resources.

The MALA certificate course is designed with these factors in mind and aims at increasing the effectiveness of Library Assistants by equipping them with the basic skills required to enable them to manage small conventional libraries or work with minimal supervision in large ones.

2. Entrance requirements

Candidates are required to possess a School Certificate with 5 credits (one of which must be English) and should also have had a minimum of 1 year's practical library experience.

Consideration may be given to candidates who do not meet these requirements only in the most exceptional circumstances. The annual intake is between 20 and 25 candidates.

3. Syllabus

The course covers a wide range of librarianship topics, including:

a. General introduction to libraries and librarianship in Malawi.
b. Communication in the library. Library etiquette.
c. Bookstocks: selection, acquisitions, stock editing, book repairs, conservation.
d. Periodicals: acquisition, display and exploitation.

e. Organisation of materials: cataloguing, classification, indexing and filing.
f. Library guiding, publicity, display and promotion.
g. Book issue systems and records.
h. Simple Reference work and bibliography.
i. Non-Book materials in libraries: acquisition, organisation and use.
j. Malawiana: acquisition, organisation, and use.
k. User needs and user education.
l. Library cooperation, external resources, resource sharing.
m. Library furniture and equipment.
n. Publishing and bookselling in Malawi.

Obviously this Course is geared at producing better Library Assistants for the conventional library services of the University, Government ministries and departments, the National Library Service and other parastatal organisations.

University of Malawi: Proposed Diploma Course in Librarianship[2)]

The following courses were to be offerred:
First year: (All courses in the first year to be compulsory)
- The Library in Society
  4 hours per week.
- English: Communication skills
  4 hours lectures/tutorials per week.
- Cataloguing and Classification I
  4 hours lectures/practical sessions per week.
- Bibliographic sources and services
  4 hours per week.

Second year: All courses in the second year would be compulsory)
- Readers' Services I
  4 hours per week.
- Library Organisation and Administration I
  (no time indicated).
- Cataloguing and Classification II
  4 hours lectures/practical sessions per week.

- Librarianship in Sub-Saharan Africa
  (no time indicated).

Third year: (All courses compulsory, with option of specialist study)

- Readers' Services II
  4 hours per week.
- Library Organisation and Administration II
  4 hours per week.
- Specialist study
  a) Public libraries
  b) Academic libraries
  c) Special libraries
  d) Archives & Records management
  Students would choose one for the four options.
  4 hours per week
- Project Work
  Students would be required to undertake project work on an approved topic. The project would have to demonstrate the student's ability to translate theoretical knowledge into practice and could be based on the specialist study in the chosen option.

The MALA Certificate Syllabus and the proposed University Syllabus both gear themselves to the University Library and some of the National Library Service staff training needs, and may also cater for the needs of other kinds of conventional library services in Malawi.

What is missing

While some of the training needs of the existing libraries will be met by the MALA Certificate Course and the proposed Diploma Course, no provision is made for training personnel who would be suitable for operating library services to the rural communities, who happen to form the majority of the population in our country.

It seems also that there is no provision either for students to be introduced to or acquainted with modern library technology which will affect both conventional and non-conventional library and information services.

I take it that this is the kind of situation causing calls for adjustments in the curricula of Training Programmes in the Third World. In many cases the syllabuses are still western-oriented in content. Taking the Malawi proposal as an example:

- The Library in Society: are we concerned with urban or rural societies here?
- English and communication skills: where does the local language fit if the rural librarian needs to use a language of the area in which he is operating?
- Bibliographic sources and services: what about control of existing oral literature?
- Readers services: What kind of users are we talking about, the elite or the semi-literate and illiterate?
- Specialist study of Public Libraries: Possibly it is here where drastic adjustment and expansion of the programme might be effected.

But when we talk of courses for personnel to run 'modern public libraries' in terms of new posh buildings, computerised acquisitions, circulation routines, story hours for children, filmshows, audio/video cassette lending facilities, we badly need to intensify the calls which have been made at various regional and international fora for adjustment, and which are still being ignored.

If Library Schools cannot absorb the requisite adjustments, interim alternatives will have to be found and tried, such as short courses for prospecitve village information workers, the use of experienced extension workers in other fields after appropriate library orientation or training.

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EDUCATION AND TRAINING IN THE INFORMATION PROFESSIONS IN ETHIOPIA

by G. Birru

Introduction

It goes without saying that libraries and information systems and services play a crucial role in the social, political, and economic development of a country. Setting up libraries and information systems require resource inputs of various types. Among the resources required, the most important is human resource. Manpower planning and the development of personnel are, therefore, an essential component of the development of libraries and information systems and services.

This paper will approach the subject of Education and Training in the Information Professions in Ethiopia by presenting an overview of the development of libraries and information systems, the manpower needs, and existing as well as the envisaged training programmes in the country.

Development of Library and Information Service in Ethiopia

Beginning in the first, pre-Christian days of the Axumite Empire, Ethiopia has had its own written language. The use of the script was widespread in the thousands of churches and the many monasteries throughout the country. The history of collections of monastic and royal manuscriptes, thus, go as far back as the fifth century. The history of libraries in the modern sense, however, does not go far. It was in the 1930's that libraries as we know them today began to emerge, due to the introduction of modern education. The National Library of Ethiopia was not established until 1944. The first academic library, University College of Addis Ababa Library, was set up only in 1950, followed by the Haile Selassie I University Library in 1961. The 1960's also saw the establishment of the two best known special

libraries in the country - OAU and the UNECA Libraries - and the USIS (which is no longer operating in the country). All types of libraries - National, Public, Academic, School, Special - do exist in considerable numbers in the country, but, with the exception of perhaps the Addis Ababa University Library and the ECA Library, they are all poorly stocked and mostly manned by personnel with little or no library training.

The library infrastructure in the country is strongest in the area of academic libraries. The Addis Ababa University Library is relatively well stocked and well organized. As the University, which is the major institution of higher education in the country, operates on a number of sites within Addis Ababa and in four administrative regions, there is a network of libraries, consisting of a central library and thirteen branches located near the faculty they serve. More than fifty per cent of the professional librarians (i.e. M.L.S. and above) in the country are at the University.

Until very recently, there had also been a lack of proper central planning and the necessary coordination as far as library development is concerned. There had been nothing for example, concerning libraries in the national five-years plans. One of the main reasons for this is the fact that there is no single national body responsible for the planning, coordination, and development of libraries in the country.

In recent years, however, significant developments have taken place in the country that have and will have substantial impact on the development of libraries and information systems, and, consequently, on the manpower training. Some of the developments are the following:

a) The national "Ten-Year Perspective Plan" (1985 - 1994), released in September 1985, stipulates that "under the Ethiopian Science and Technology Commission, libraries and information centres will be established at various levels, to collect, organize, and disseminate information", and "under the Ministry of Culture, a total

of 55 public libraries will be established throughout the country, and that the National Library will be strengthened in terms of both collections and types of services".

b) As mentioned above, despite the fact that Ethiopia has had its own script since the fifth century, the country had, until very recently, one of the highest illiteracy rates in the world. Only 7 % of the population was literate until the onset of the Revolution in 1974. Through the National Literacy Campaign, which took effect in the mid 1970's, 62,4 % of the population is now literate. This has meant a lot of effort to sustain literacy. Among the means devised to sustain literacy are reading centres, which collect and make available various types of reading materials to the new literates. A total of over 6,144 reading centres are now operational all over the country. The point that needs to be noted here is concerning the future status of these reading centres. A national committee has now been set up to study and advise the concerned authorities on the future status of these reading centres. It is the view of a good number of the members of the committee that the committee's final position will be that the centres should be turned into full-fledged public libraries.

c) A further development in the last decade or so is the high rate of increase in the number of schools in the country. At this rate of increase, the numbers of schools may well be double the present figures by the end of the current Ten-Year Plan. It should also be noted that it is the strong position of the Ministry of Education that, in as much as the economic conditions permit, each school has its own library, equipped with locally produced textbooks and other materials supporting the curriculum as well as supplementary and recreational materials.

d) Since the mid 1970's, four comprehensive high schools have been elevated into tertially level educational institutes and colleges, and six new institutions of higher education have been established. There are also plans to set up in the next several years additional ten institutes and colleges offering specialized training

programmes. It is the position of the Higher Education Commission that each institution of higher education has its own adequate library facilities. At present, a project is being prepared to secure a loan from the World Bank for the expansion and improvement of library and other facilities in the various institutions of higher education.

e) There is a growing awareness among parastatals and government organizations of the need for libraries and information system and services. This is evident in the fact that a good number of these organizations have already set up libraries and/or information systems, and some of the others are in the process of doing so.

Manpower Needs and Employment Prospects

Since the establishment of formal educational programmes in Librarianship in the mid 1960's, a total of about 425 trainees have graduated with undergraduate diploma. A further 150 have obtained an undergraduate degree in an academic discipline with a Minor in Librarianship. The majority of these para-professionals are believed to be serving in the various libraries throughout the country. Merely 18 Ethiopian professional librarians (i.e. holding M.L.S. or above, trained abroad) are available in the country.

As mentioned above, the great majority of the existing libraries in the country are manned by personnel with no library qualification, and those who have qualified people are badly understaffed. And, with the mushrooming of special, school and academic libraries at present, the manpower problem is mounting. The dearth of qualified manpower is also evident in the fact that the 50 or so para-professionals who graduate from the University every year have been easily absorbed.

A systematic survey of the existing para-professional and professional manpower situation in the country, preferably showing the distribution by type of library would be useful. Unfortunately, such

a survey has not been done. It is also essential to conduct a survey of the para-professional and professional manpower requirements for the next five-year period, as this has not been done in recent years. In the absence of such surveys, the present writer has, for the purpose of this paper, made his own projections of the para-professional and professional requirements in the country by type of library for the period from 1989 - 1993. The projections are based on discussions with colleagues on the existing manpower situation vis-a-vis the estimated number of libraries of all types and information systems in the country.

Projected Professional*1 and Sub-Professional*2 Manpower Requirements, 1989 - 1993

Type of Library	1989		1990		1991		1992		1993		Total	
	Prof	Sub-Prof	Prof	Sub-Prof	Prof	Sub-Prof	Prof	Sub-Prof	Prof	Sub-Prof	Prof	Sub-Prof
Academic Libraries	28	30	27	30	27	31	30	35	32	37	144	153
National Libraries	5	19	6	10	6	30	7	34	8	35	32	132
Public Libraries	10	25	10	26	11	28	13	32	14	35	58	146
School Libraries	5	40	10	45	11	47	12	50	15	54	53	236
Special Libraries	16	25	20	27	23	30	27	34	30	36	116	152
Total	89	139	94	168	103	170	115	185	129	197	503	829

*1 Bachelors's in Library and Information Science and above
*2 Diploma in Library Science

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As it will be observed from the above table, the total manpower requirement over the specified period is about 403 professional and 829 para-professional positions.

Training Programmes in the Library and Information Science

The history of formal library education in Ethiopia does not go far. It was in the late 1950's that courses in elementary librarianship were organized for the first time, which led to the recognition of librarianship as a profession in Ethiopia.

The Department of Library Science was established in 1966 under the Faculty of Education of the then Haile Sellassie I University, and started with two programmes simultaneously. One of them was a minor in Library Science for Secondary Education degree students who majored in academic subjects. It consisted of 26 credit hours of library science courses. It was a part of the Secondary Teachers Training project financed by UNDP and executed by UNESCO. The objective was to train teacher librarians who would go out to the various secondary schools to organize school libraries and at the same time teach in their major academic area. This programme, however, failed in that most of the graduates ended up as full-time teachers. The second programme was a Diploma in Library Science, which was offered as a full-time course of one academic year and as a two-and-half year part-time course in the Extension Division. It consisted of 32 semester credit hours and was designed to produce junior librarians. Both programmes lasted until 1976. During the period, a total of 150 students graduated from the Minor in Library Science Programme, and 100 from the Diploma Programme.

a) The New Diploma Programme in Library Science

In 1978, when the University was being reorganized and making major changes in the curricula, the Department of Library Science was put under the care of the University Libraries temporarily. In the same year, the Diploma Programme, aiming at producing para-professionals, was reinstated with an almost completely

revised curriculum, consisting of 63 semester credit hours (one semester credit hour is one lecture hour or three laboratory hours per week per semester of 16 weeks) and extending over two years in regular (day) classes, and three years in evening classes. By arrangement with the Ministry of Education, this programme is also offered in the summer to teacher librarians, and takes six summers to complete. Until the end of the 1986/87 academic year, a total of 333 students have graduated from this programme. The curriculum for the Diploma in Library Science Programme consists of two parts: common courses and Library Science courses. The course contents are shown in the synopsis of existing and projected training programmes on p. 62/63.

As can be observed from the list of courses, the curriculum covers such areas as cataloguing and classification in depth. Each is extended over two semesters with three contact hours of lecture and practical work per week. In addition, a practicum of three contact hours per week for 16 weeks is devoted entirely to these two topics.

b) Assessment of the Present Diploma Programme

The substantial revision in the curriculum has considerably improved the quality of the programme. The entry requirements (2.8 or above out of a possible of 4 points) are now almost the same as for entry to faculties and colleges offering bachelor's degree programmes in the University, which has also contributed to the quality of the graduates. The demand for the graduates is staggeringly high, but the Department graduates an average of only about 45 per year, which is what the existing manpower and material resources in the Department allow.

In recent years, however, certain problems have been observed with regard to the graduates and the programme itself. While the objective of the programme is to produce para-professionals intended to occupy positions of intermediate level, the graduates from the programme are often appointed to senior positions in libraries right after their graduation. This has become a matter of

concern in that they neither have the base nor the maturity required for such leardership positions. The great majority of the students who join the varoius faculties, including the Department of Library Science, do so right after their completion of high school, i.e. at the age of about 17. By the time they graduate from the Diploma programme, they are only about 19, thus lacking the maturity for leadership positions. Employers are led into this act for the obvious reason that manpower of higher qualification is unavailable.

There is also concern that, since the Diploma programme is a terminal one, the morale of the graduates will be negatively affected, which in turn may result in high attrition rates. Furthermore, while libraries in the modern era are increasingly using products and services developed by information scientists, and the applications of information technology are rapidly increasing in libraries, the curriculum of the Diploma Programme does not cover any of the topics in information science. There is, therefore, a strong need for introducing programmes in Library and Information Science at higher levels.

c) The Establishment of School Information Studies for Africa (SISA)
Due to the limitations of the existing Diploma Programme and in view of the fact that librarians and information scientists for senior professional positions have been and still are educated abroad at a staggering high cost, Addis Ababa University (AAU) is currently in process of establishing an appropriate academic unit, so as to introduce higher level training programmes in Library and Information. Until 1983, when UNESCO and IDRC selected AAU to host a regional postgraduate programme in Information Science for Eastern and Southern African countries, the University had been planning to introduce a Bachelor of Library and Information Science (B.L.I.S.) and a Master of Library and Information Science (M.L.I.S.), by elevating the existing Department of Library Science into what was to be called School of Library and Information Studies (S.L.I.S.).

With the acceptance by Addis Ababa University of hosting the regional postgraduate programme in Information Science, changes have been made in the plan. while the idea to introduce the BLIS degree programme still exists, that to establish MLIS is pending the finalization of the proposed regional postgraduate degree programme in Information Science are still in the making and are tentatively scheduled for launching in October 1988.

All academic programmes in the fields of library, information, and archival studies, including the regional postgraduate programme in Information Science, are to be administered under one academic unit, whose name has now been approved as School of Information Studies for Africa (SISA). This name has been selected mainly in view of the continent-wide role that the proposed regional postgraduate has to play.

d) The Proposed BLIS Degree Programme

The BLIS degree programme, whose curriculum is presently being designed, will take four years to complete in the regular (day) classes and seven years in the Extension (evening) division. While upgrading the existing Diploma Programme in Library Science, BLIS aims at producing manpower that has the necessary competence and confidence to design, organize, manage and develop small libraries and information centres in the various sectors throughout the country. The programme is also intended to provide a logical linkage with the proposed regional postgraduate programme in information studies. The curriculum is being designed in such a way that out of a total of about 142 semester credit hours required for the degree, about two-thirds are for general education courses. The remaining onethird of the required credits are for courses in the major and related areas.

One of the main reasons for introducing the BLIS programme is to introduce information science into the curriculum, as this is completely lacking in the existing Diploma Programme. It would be neither feasible nor desirable to include study of the full range of information science courses within the BLIS programme, but cour-

ses sufficient to impart basic knowledge and know-how in the field are being included. Other compulsory courses receiving relatively greater weighting in the curriculum are Management and such bibliographic processes as Cataloguing, Classification, and Indexing and Abstracting.

e) The Proposed Regional Postgraduate Programme in Information Science

This is a UNESCO/IDRC funded regional programme, leading to a Master of Science in Information Studies (M.Sc.I.S.) degree, and aiming at responding to the urgent and growing need in Africa for high level manpower in the field of information science required for planning, designing, organizing, developing and managing information systems and services at national, regional and sub-regional levels. According to the proposal, the programme is to have 30 semester credit hours of lectures and practical work, and a six-credit hour thesis. It will take two years to complete the programme. It will have an annual intake of about 20 students, to be drawn mainly from Eastern and Southern African countries. The proposed programme is now scheduled for assessment by a regional meeting in October 1987 and for launching in October 1988.

Efforts made at Harmonization of Curricula

In addition to the programmes in library and information science mentioned above, there are plans to offer training programmes at two different levels in archival studies. In designing the curricula, efforts have been made to identify a set of areas of study as common requirements to all programmes. They are as follows:

- Information Technology;
- Management;
- Research Methods;
- Information Retrieval; and
- User Studies.

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THE SITUATION OF LIBRARY, DOCUMENTATION AND ARCHIVAL TRAINING IN KENYA

by J.M. Ng'ang'a

Introduction:

Training in library, documentation and archives in Kenya is undertaken at the Kenya Polytechnic for the certificate courses and at Kenyatta University for post-graduate courses. Plans are underway to introduce a diploma programme at Kenya Polytechnic and Kenyatta University; undergraduate degree programmes at Kenyatta University and Moi University and other post-graduate courses at Kenyatta University. School Librarianship Courses are offered to all teacher trainees in the Diploma Colleges.

Certificate Courses

The Kenya Polytechnic offers two certificate courses namely: a) The Library Assistants Certificate Course, and b) Archives Assistant Certificate Course.

a) The Library Assistants Certificate Course

The main objective of the Library Assistans Certificate course is: "To help paraprofessional Library personnel to understand the philosophy of Librarianship and to enable them to become efficient in the dispensation of basic Library services". The course emphasises the process, operations and the theory, and the following 5 core courses are taught:

1. The Library and Society. Introduction to Librarianship, history, types of libraries, library co-operation, professional associations, and development of information systems.

2. Reference and bibliographical sources and services. Sources of information, basic reference sources, bibliography and services.

3. Library organisation and administration. Library profession, aims and objectives, management and financing, staffing, stock control, administrative structures, publicity, user education, buildings.

4. Cataloguing. Theory and practicals.

5. Classification. Basic introduction, special features of bibliographic classification, classification shemes, practicals.

In addition, students choose a sixth course from the following options:

6. - Non book media, or
   - Documentation, or
   - Introduction to archival studies, or
   - School librarianship, or
   - Special librarianship.

b) The Archives Assistant Certificate Course.

The objective of this course is to enable archives assistants to support professional archivists in the Kenya National Archives and to perform technical archival tasks in Government departments and other related institutions. It may be noted here that in the recent years, several institutions have sponsered their Registry staff to this course. The course covers five subjects namely:

1. Introduction to records management. Theory and practice, Registry systems, Surveying of current and semi-current records, Retirements and disposal of records, Record centre operations.

2. Introduction to Archive Administration. Archival theory and practice, User Services, Search room operations, Regulations and legislations, Security of archives, Display techniques.

3. Treatment of Archives. Nature of archival documents, production procedures, arrangement and description, listing operations, indexing, filing methods, production and return of records.

4. Mechanical preparation of materials. Use of containers, labelling, stamping and storage of documents, Finding aids, Environmental conservation of documents, repair methods, Fumigation, conditioning for the tropics.

5. East Africa since 1900. Sources of history, precolonical history of the region, partition of East Africa, Colonial period, nationalism and struggle for independence, post-colonial period.

Post-graduate programmes

Kenyatta University offers a post-graduate programme leading to the award of a Masters of Education. The objectives of this programme is to train tutors for the country's diploma teachers colleges. Consequently, admission to the course is restricted to qualified graduate teachers with at least two years teaching experience in secondary schools.

The programme covers 14 units in librarianship and 6 common units in Education spread over the years. At the end of the first year, students spend the long vacation researching and writing up a project. The six common units cover Educational Psychology, User Library Education, Research Methodology, Foundations of Education, Educational Management and Curriculum Development and Instructional methods and media.

The Librarianship component of the programme consists of the following 13 core units and one option. The core units are:

- Library in society
- School librarianship
- Resources management

- Sources of bibliographic information
- Principles of cataloguing
- Children's literature
- Nature and characteristics
- User services and stock maintenance
- Bibliographic control and services
- Practice of classification
- Cataloguing practices and services
- Children's literature
- Management and methods in library Education.

The option is selected from the following:

- Comparative and international library services
- Architecture and library planning
- Serials
- Non-book media
- Records management and Archives administration
- African Bibliography.

As an institution whose main objective is to produce graduate teachers for the nation's educational institutions, we are concerned with the quality of libraries in our schools and colleges. We therefore offer a course on school librarianship to 2nd year students for the Masters of Education for Primary Teachers Colleges. The course is composed of the following:

- Management and utilization of resources
- Organisation of retrieval of information
- A project.

Proposed programmes

As can be seen, the Library education in Kenya especially at graduate and post-graduate level is minimal. Plans are however advanced to establish a Faculty of Information Science at Kenyatta University.

Curricula for a two year undergraduate diploma and a two year masters programmes have been drawn at Kenyatta University. It is hoped that these will receive Senate approval soon. We might however phase out the diploma programme if one being planned at the Kenya Polytechnic materialises. We are also in the process of developing a curriculum for undergraduate degree programme.

In conclusion, one may say, Kenya has an opportunity to harmonise its Library Education programmes without much problems.

PROGRAMMES OF THE EAST AFRICAN SCHOOL OF LIBRARIANSHIP IN UGANDA

by S.A.H. Abidi

With initial assistance from Unesco the East African School of Librarianship (EASL) was started in 1963 by the agreement of the Governments of Uganda, Kenya and Tanzania as a regional project for East Africa for the training of Library and Information workers. It has trained 326 Library Science Certificate holders, 376 Diplomates in Librarianship and 19 Postgraduate Diploma holders. The Library Assistants Certificate Course is a six months programme open to 'O' level certificate holders with a least 5 credits or 6 passes. The Undergraduate Diploma programme is of two year duration. Its entry requirements include 'A' level certificate with a least two principal passes of grade D. The Postgraduate Diploma course is for degree holders of a recognised University. The School has trained library and information personnel for almost all English speaking countries of Eastern, Central and Southern Africa right from Sudan to Mauritius but the maximum benefit of the training has been shared by Uganda, Kenya and Tanzania where University Library Services, National Library Services and Documentation Centres are manned mainly by the graduates of this School.

Examination of the syllabi for EASL programmes will reveal a slant towards librarianship, with little component of information and documentation. This situation is changing gradually as is evident from the proposed BLIS programme curriculum. It is the view of the EASL that the time for complete separation of librarianship and Information professions is still not ripe in Uganda.

The EASL has contributed extensively to the research in the field of library and information service. About 420 bibliographies have been compiled by the students and staff of this school and nearly 90 research projects have been completed. The School has 4 regular publications namely the Journal of Ugandan Libraries (6 monthly), the

EASL Bulletin (Quarterly), EASL Library Report (quarterly) and EASL Newsletter. From time to time the School selects a library in or around Kampala where the Final year Diploma students go to work as part of their practical training. This practice helps libraries to get organised without any obligations.

The School has organised a number of continuing education activities in collaboration with various international agencies like Unesco, Friedrich Naumann Stiftung, German Foundation for International Development etc. etc. and the departments of the Government of Uganda. These continuing education activities assist the information community of the country in keeping abreast with the latest developments in the field of library and information science.

As a natural step forward to development the EASL has proposed the mounting of the Bachelor of Library and Information Science Programme (BLIS). The proposed syllabus for this degree course has been designed after a thorough investigation of the information training needs of the country and careful evaluation of the courses of studies being taught in other universities. Some of the courses proposed for BLIS programme include: Records Management, Archival Studies, Reprography, Publishing, Editing and Book Trade. These areas are of crucial importance to Uganda because the book industry in the country is still in its infancy, and the registries in the government departments as well as parastatal bodies need properly trained Records Managers. "Information needs of Uganda; Information Policy and System for Uganda; Critical appraisal of the existing information institutions in Uganda; Problems and prospects of research co-ordination in Uganda; Information for rural development of Uganda" are some of the highlights of the proposed courses. Media Librarianship and Computer-based information systems are the important areas proposed in order to ensure that the trained manpower does not lag behind in the race for information technology. The programme is to be mounted in 1988. This will lead in near future to the mounting of the Master's degree programme so that the country is self sufficient in the training for Information personnel at all levels.

The resources which are needed for further improvement at the EASL include the physical facilities covering the completion of the extension of the EASL building, transport requirements, development of reading material and library equipment, provision of audio-visual equipment for teaching and research in New Media Librarianship and Computer-based Library Systems, as well as staff development and training.

A few selected ones out of 90 projects completed at the EASL are listed in the following:

1. Comparative study of book mobile services and Tanzania & Uganda (Kiboya, 1973).
2. The contribution of libraries to national development with reference to Tanzania Mailand (Muhanika, 1973).
3. Adult literacy campaign in Kenya: the role of libraries (Ochola, 1973).
4. A comprehensive plan for setting up an information service at the Madhvani Sugar Plantation, Kakira (Kizito, 1969).
5. Christianity in Kenya 1844 - 1974: a select and annotated bibliography (Ndei, 1975).
6. Information needs in the Northern & North-eastern Uganda (Ikoja-Odongo, 1986).
7. Information needs of Bunyoro, Kabarole & Mubende Districts (Basaasa, 1986).
8. Information needs in Bugisu & Sebei Districts in Uganda (Khayinza, 1986).
9. Library & Information needs in Ankole & Kigezi (Twijukye, 1986).
10. Information needs of Mpigi District (Ssonko, 1987).

A REVIEW OF LIBRARY EDUCATION IN SIERRA LEONE

by G. Jusu-Sheriff

Historical Background and Introduction

Fourah Bay College was founded by the Church Missionary Society of England in 1827 for the training of the indigenous people to serve as preachers, catechists, and teachers throughout West Africa. It became affiliated to the University of Durham in the United Kingdom in 1876 and until the founding of the University of Ibadan in 1948 it was the only institution in West Africa offering courses of degree level. From the earliest beginnings the library was called upon to play its supportive role to staff, students and the public, and early researchers like Schon, Koelle, Schlenker who sought some help from the library in assembling material for their work in African language.

The College has over the years expanded its teaching and research programmes so that from the original concentration on Theology, Education and a few liberal arts subjects, courses in the Arts, Social Sciences, Pure and Applied Sciences and Engineering are now available. The Institute of African Studies and Marine Biology and Oceanography are primarily research Institutes which foster and cater for multi-disciplinary studies. A faculty of Law has been established recently. The number of students registered for higher degree has been increasing slowly. During this current session (1986/87) out of a total enrolment of 1454 full-time students no less than 80 are registered in postgraduate academic courses.

The College also caters for the public at large through its Extra-Mural Studies Department which runs courses, organises seminars and workshops and mounts adult literacy classes in various parts of the country. Since 1966 the College has severed its connection with the University of Durham and become a constituent of the University of Sierra Leone. The importance of the part it has played in the

higher education of Sierra Leone and West Africa for such a long period has led students, academics and the public to expect a high standard from its library services. This expectation is heightened all the more by the fact that alternative library facilities are extremely modest in the metropolis, Freetown, as well as in all the provincial towns.

Thus Fourah Bay College library plays the dual role of a University library by providing research and teaching resources for its staff and students as well as a national reference library which is open to all who need to use these resources. Borrowing facilities are also extended to External Readers who are not members of the University. The library also offers courses in library education and para-professional training.

It is in view of this library's role in contributing towards a national library and Information education programme that the University of Sierra Leone decided to establish a middle-level manpower para-professional programme in recognition of a national need which has been long neglected. Hitherto, the training of Library Assistants which form this cadre of library staff was limited to preparing local candidates for the City & Guilds of London Institute, Library Assistant Certificate. This certificate is limited in scope and holders of it need a career structure which would make them fully supportive of professional library staff. The Diploma in Library Studies was therefore established to fulfill this need, in that diplomates can move from Junior grades to Senior Supportive grades and supervisory levels, having acquired the relevant library skills, training and experience.

Before the commencement of this programme in October 1986 the British Council at the request of the University of Sierra Leone provided a consultant who made an assessment of the viability and needs of the course in relation to four aspects:

1. The support for the proposed course among the Sierra Leone libaries which would be the potential employers of those successfully completing the qualification. Also the willingness of the

authorities administering these libraries to offer realistic grades and salaries to holders of the Diploma.

2. The support for the course withing the University of Sierra Leone and the potential contribution of other academic departments.
3. The availability of teaching resources within the university and elsewhere within Sierra Leone to implement the course.
4. The need for external support for the course.

Mr John H. McIlwaine, Lecturer, School of Library, Archives and Information Studies, University College London, visited Sierra Leone from 30 November to 7 December 1985 in order to carry out the above terms of reference. This paper therefore reflects some of the conclusions and recommendations of the McIlwaine Report, especially the need for external financial support for the course.

In concluding his findings on the need and the support for the course Mr McIlwaine states, "... there appeared to be a gratifying level of support for the course from the profession, and a pool of potential candidates for the first intake, and a willingness among the larger employers to seek to recruit new members of staff from those holding the diploma... An additional benefit which the course could bring to the country, and which I began to discuss with Librarians I met, would be to act as focus for professional activity: Conference, workshop, perhaps eventually research projects which could involve librarians from all round Sierra Leone..." The Report continues "... Support for the course within the University of Sierra Leone is adequately demonstrated by the interest shown by the Dean of the Faculty of Arts under whose aegis the course operates and who foresees the possible eventual move towards establishing a post-graduate course in Library Studies in addition to the Diploma as a perfectly feasible development. The University authorities welcome the course but are unable to offer any specific financial support initially because of present financial constraints...".

The University had however, approved an adequate staff establishment for the library which could be used to perform part-time

teaching duties until full-time staff is appointed. Meanwhile, LINKS arrangements are being established between University College, School of Archives, Information & Library Studies, University of London, and Fourah Bay College Library for the use of short term visiting lecturers who would be used for their expertise to teach as part-time lecturers, aspects of the course for which local personnel is not yet available and to serve as external examiners. This experience is not unknown in some developing countries like the Carribean and some Library Schools in West Africa e.g. Nigeria and Ghana.

Having established the need for the course and the local support which could be harnessed locally, Mr McIlwaine identified three components which could be supported by external funding viz (i) Books, (ii) Raw materials such as stationery (iii) Hardware.

Courses Available at Fourah Bay College

a) Library Assisstant Certificate (City and Guilds of London Institute):
As mentioned earlier in this paper, Fourah Bay College still prepares candidates for the above certificate. The City & Guilds holds examinations twice yearly in May and in December. Candidates admitted into this course are from the University Library, the Civil Service, the Military and other libraries. Twenty candidates were admitted to this course during the current year. Altough the basic entry qualifications into this course are library experience of one or more years, and at least two GCE O level passes including English Language, candidates with no GCE O level pass have been accepted and passed the City & Guilds Certificate.

This course is run on a calendar year basis. Candidates joining the course in January are expected to take the Examination in the December of that year. Altough it has not been unknown to request weaker candidates to delay taking the examination for six months or for another calendar year. The City & Guilds Certificate syllabus is very practical and basic and could be substituted by a local certi-

ficate in the future, by the University of Sierra Leone. This is a decision which would need to be taken in the near future as the cost of the examination fees which must be paid in foreign exchange is rather prohibitive, and the latter may not be available when required owing to foreign exchange shortage. Staff of Fourah Bay College library teach this course on a part-time basis, but there is need for full-time staff. A request has therefore been made to the University of Sierra Leone for the provision of one full-time staff, to be supplemented by part-time staff.

The Future: For various reasons already mentioned, there needs to be a local certificate which would replace the City & Guilds Certificate. The new certificate would be harmonised in its approach and would cater for the training of personnel in this cadre working in libraries, archives and information centres.

b) Diploma in Library Studies:
The contents of this course which has just completed its first academic year of existence are shown in the synopsis of existing and projected training programmes at p. 100/101. The main objective of the course is to provide training in Library techniques for personnel in all types of libraries/information centres and registries/archives. It is intended to develop a cadre of para-professionals who would serve at middle-level grades, and to train teachers to serve as teacher/librarians in schools. Importance is therefore attached to practical work, in which a satisfactory standard is expected. Therefore students are expected to make visits and to serve on attachments in information organisations.

Ten students, nine Sierra Leoneans and one Namibian registered for the course at the beginning of the academic year. The Namibian student opted out of the course at the end of the first term. Nine students took the first year examination. An intake of ten or twelve students are expected into the first year of the course during the 1987/88 session. Provisional places are reserved for foreign students especially students from the Gambia but owing to lack of foreign exchange these students cannot take these places. The nine students

who took the first year examination are from schools, Technical Colleges, Public libraries, Civil Service registries/record offices.

Staff: This course is also being taught by some members of Fourah Bay College library staff on a part-time basis. At least one full-time staff has been requested. The provision of a full-time staff may not satisfy all of the staff problems involved in teaching this course. John McIlwain in his report, mentioned earlier, has identified the use of overseas specialists for short courses which could be taught as supplements to the main teaching programmes. The British Council has offered limited support for this request. It is therefore essential that other funding agencies should be requested to provide funding for the necessary specialist staff which would be needed in the immediate future. Under the staff development programme for Fourah Bay College Library, provision is also being made for the diversification in staff training. The library has two trainee librarians, one of whom will first train as a librarian and later as an archivist and a conservationist. However, scholarships are needed for training these 'librarians' or 'information specialists' as most developing countries cannot provide funds for such training, owing to lack of financial resources.

The Future of Library Education in Sierra Leone.

The government of Sierra Leone has requested the University of Sierra Leone to provide a professional programme for the training of librarians locally. The University's willingness to provide such training courses is however limited by financial constraints. But with the help of external funding much could be achieved.

Editors' note: The author of this paper added two appendices to it, one on the objectives, admission requirements, examination procedure, and details of the course, and another one on some findings of the McIlwain Report. The appendices are not reproduced here, but may be obtained by interested readers directly from the author. The address is found in Annex I: List of Participants.

TRAINING FOR LIBRARIANS, DOCUMENTALISTS AND ARCHIVISTS IN TANZANIA

by O.C. Mascarenhas

Introduction: Background to professional training in Tanzania

Apart from the sub-professional National Library Assistants Certificate Course conducted by the Tanzania Library Services and the undergraduate Third Year Option Course in Librarianship offered by the University of Dar es Salaam, there is no formal training for librarians, documentalists and archivists in Tanzania.

The interpretation of professional training for librarians and documentalists depends on the institution where such staff work. At the universities, professional training is strictly at post-graduate level. The academic status accorded to university library staff means that librarians must have a good first degree followed by a postgraduate diploma and/or Masters in librarianship. In other institutions holders of a two-year undergraduate diploma are considered as professionals. The new trend is towards the pattern followed by the university so that both types of training is considered professional. For instance in 1977 the Tanzania Library Services (TLS) had 48 professionals. Of these 32 had undergraduate diploma and 16 graduate diploma/ Masters. (TLS, 1981)

To date the country relies on overseas training for both post-graduate and undergraduate diploma levels. The tendency has been for post-graduate training to be done in the United Kingdom (U.K.) or the United States and to a lesser extent in Canada and in Australia. The two-year undergraduate diploma level training was also done in the U.K. in the earlier years but the scope of training opportunities at this level has now extended to African library schools such as the East African School of Librarianship at Makerere and more recently, the Department of Library Studies at the University of Botswana.

Costs for such training were often covered wholly by external agencies. Both major library systems in Tanzania have benefitted substantially from British Council Scholarships and more recently from other donors like USIS, DSE and IDRC. In spite of the generosity of these grants the number of scholarships has never been enough to meet the country's needs for professional librarians, documentalists, information scientists and archivists. As a result, some important libraries in government ministries, parastatal organisations and research institutes are run by Library Assistants whose basic education and the training at certificate level does not equip them to manage such libraries efficiently. Worse still, their concept of librarianship as care-taking and their junior status in the bureaucratic and decision making hierarchy give a poor rendering of the role that these libraries can play in the planning and development of the relevant sectors.

A case in point is the library of the Ministry of Agriculture. In addition to the various directorates, this Ministry has 30 parastatal organizations and 21 research institutes, all of which are supposed to be served by libraries coordinated by the headquarters library. This headquarters library is so poorly run that it does not have even 50 per cent of the material put out by the Ministry itself. When one compared to the role that the U.S. Department of Agriculture Library plays as the national focal point of information on agriculture, one can see why planners and policy makers in Tanzania find it hard to believe that libraries can actively contribute towards development or that libraries have any significant role in information dissemination outside university contexts.

Estimated need for trained Librarians, Documentalists and Archivists

Projections by heads of major library and information systems put the need for professionals as follows:

Table I : Existing and Projected Additional Professional Manpower Requirements by Type of Library (Post-graduate level only)

Type of Library	Existing (1984)	Projected (1985/90)
Universities	30	55
Colleges and Institutes	11	60
Public Libraries	55	60
Special	21	35
Archives	3	10
Sub-total	120	220
Wastage	-	10
TOTAL	120	230

These projections do not consider undergraduate programmes. There is no doubt that training of this level will continue to form an essential part of man-power development in documentation, librarianship and information sciences in Tanzania. At the Universities, for instance, admissions for undergraduate diploma courses are being actively sought for their experienced library assistants so as to develop a strong middle cadre of personnel. This trend is likely to be the norm by the 1990's particularly if the proposed library school begins to take off.

Proposed Library School at the University of Dar es Salaam

The need for having a National Library School in Tanzania has been felt since the 1970's and has been discussed at various forums by educational planners as well as professional information specialists. Notable consultancies include those of J. Dean (1974), R.P. Barr (1980) and John Roe (1982). All these consultants recommended the setting up of a Library and Information Studies Institute/School at the University of Dar es Salaam. This recommendation was strongly supported by the latest Presidential Commission on Education (Makweta Commission Report, 1986).

Accordingly the University Library was requested to prepare a detailed proposal of the programme. This proposal has gone through the various stages of the procedure for setting up new institutions at the University. The actual implementation has been delayed because of financial constraints but it is expected that the School will begin its programme within the next two years.

Long-Term Objectives of the School

The long-term objectives of the proposed Library School at the University of Dar es Salaam are as follows:

a) To produce qualified personnel in accordance with the country's manpower demand to meet sectoral information needs.
b) To conduct research and promote creative thinking in developing appropriate techniques/technologies in identifying and satisfying national multi-sectoral needs in information and documentation.
c) To provide advisory and consultancy services in establishing and developing library, archive and information units within and even outside the country.
d) To provide a continuing education programme through courses, conferences, workshops and seminars.

e) To establish links with other Library and Information Schools in order to act as a national focal point for information on documentation, librarianship and archives.

In order to achieve these objectives the school will offer the basic professional qualification which is the post-graduate diploma/master degree. Basically the courses of this programme can be divided as follows:

1. Core Courses:
- Sources of Information
- User Studies
- Information Storage and Retrieval
- Research Methodology
- Human Communication
- Principles and theories of Management
- Independent Study

2. Options:
Various options are available but those which need to be offered will depend upon local resources and needs. The selectives must normally relate to a student's specialized interests by type of Library/Information Unit. Possible options are as follows:

- Historical Studies of Library/Information Work
- International and Comparative Librarianship and Information Work
- Analytical and descriptive bibliography
- Book industry (Printing/Book Production or Publishing/Book Trade)
- Archives Administration and Records Management
- School Libraries
- Public Libraries
- Service to Agriculture
- Service to Industry
- Serivce to Children
- Service to Special Groups
- Medical Librarianship

- Library Building and Planning
- Computer Applications
- Academic Librarianship.

The proposed programme is for a post-graduate diploma/master's level of training. However, in order to be realistic, as said before undergraduate diploma level training is equally important to develop a sound core of middle cadre level personnel.

In the beginning it was envisaged that the University should postpone consideration of undergraduate level training after the first phase of three years of graduate training had been completed. However, the delays in starting the Library School and the pressing need for in-depth training at a higher level than the current certificate course, have led Tanzania Library Services (TLS), set up mainly to run public libraries, to consider plans for running an undergraduate diploma course at TLS.

This attempt will result in a duplication of resources and strains on both training institutions. At the moment, University Senior Staff participate in teaching the National Library Assistants Certificate Course as well as the in-service up-grading courses such as the one usually held at Bagamoyo.

Efforts are therefore underway to "harmonize" training needs and programmes. As a first step a joint meeting was held between TLS and the University Library to discuss forms and strategies for co-operation. Fortunately cooperation was easily forthcoming. As a start there will be a jointly sponsored multi-institutional meeting to discuss on what types of training is required in the country and how the existing and planned programmes can complement each other. It will also consider the need for up-grading the knowledge and skills of current personnel particularly in libraries outside the major teaching institutions.

Agreement has also been reached on setting up a multi-institutional committee/commission to facilitate the implementation of the Library

School. This commission could lead to a Standing Commission to oversee and harmonize library education in the country starting with librarianship/information/documentation training at grassroot levels and ending with that required for the country's highest level manpower.

Staff Needs for Training

At the moment both TLS and the University of Dar es Salaam Library have a Training Officer. Training courses run by both institutions are conducted by full time professionals working in the Libraries of these institutions.

Obviously, a more permanent core staff will be required for the School. The Proposal for the School envisages an establishment of nine (9) for the first years. In the beginning full time professionals will be called upon to teach part-time; one or two may even be seconded full time. In both cases, such staff will require short term refresher type courses to prepare them to teach librarianship at graduate level. The core staff for the School will eventually have to undertake full term doctoral programmes but that should not be an immediate concern.

To supplement local staff and while they are on additional training, it is hoped that the University Library School will be able to recruit expatriate staff as visiting lectures through some exchange/links projects.

In addition training capacities for staff at other institutions may also have to be considered for short-term assignments such as conducting up-grading courses for general of specific sectoral library/documentation/information needs. The details of manpower development for the Library School's post-graduate programmes have been worked out. These will require modification if the undergraduate programmes have to be added within the first five years. There is need to consider how the School staff can assist or be assisted in other national

training programmes so that the development of staff for libraries/ documentation centres/information services can be effected in the best possible coordinated strategy.

These are some of the current trends in training for librarians, documentalists, information scientists and archivists in the country. It is hoped that after another year has passed Tanzania will be able to report on progress of how to harmonize.

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Editors' note: The author had originally added two appendices to this paper. The first described the course contents of the propsed post-graduate diploma/master degree programme, an information now contained in the synopsis of existing and projected training programmes, p. 57/58. The second tabled the projection of academic staff needed over the next 5 years for the proposed Library School (5 full-time staff in 1987/88 to 9 in 1991/92). Interested readers may obtain the appendices directly from the author.

THE E.B.A.D. SCHOOL AND CURRICULUM HARMONIZATION

by A.F. Correa

The Ecole de Bibliothécaires, Archivistes et Documentalistes (EBAD) at the Université Sheik Anta Diop in Dakar has tackled the problem of harmonisation progressively as the programme was developing. Opened in 1963, by the Senegalese government, with the help of Unesco and of the French government, it is a regional school for the French speaking coutries in Africa. From 1963 to 1967, located out of the campus it did not offer a university level programme.

In 1967, EBAD became a university institute withing the "faculté des lettres et sciences humaines" at the University of Dakar. The courses were primarily devoted to librarianship though the two-year programme implemented from 1967 included some courses in archives.

In 1971, a full curriculum on archives was introduced besides the librarianship one, with a strong common core, particularly during the first year of study. The common core included some subjects in information sciences.

In 1975, a documentation (or information sciences) course was introduced in the school with its own full curriculum. From then the school has been offering the three specialisations.

The teaching staff comprises 13 Senegalese permanent lecturers, specialised in either of the three fields; local practitioners and occasionally foreign visiting professors are also used.

From 1967 to 1981 there was only an undergraduate diploma programme for the "A" level holders mainly. In 1982, a two-year postgraduate programme was introduced; with the Bachelor or the Master's degrees or the first professional diploma as entry qualifications. The principle of a common core curriculum has been maintained and reinforced at the postgraduate level.

The following tables illustrate the organisation of the courses at the EBAD school.

1. Undergraduate Programme

Subjects and Hours for the Common Core Curriculum (1st Year) to:

A = Archives Section
L = Library Section
D = Documentation or Information Science Section

Cataloguing	104 h	A + L + D
Bibliography	52 h	
Publishing	26 h	
Computer technology	26 h	
Computer applications	13 h	
Law	13 h	
History of Art	13 h	
English	26 h	
Typing	26 h	
Principles of librarianship	26 h	A + D
History of African Civilisations	26 h	A + L
Bibliography: practical sessions	52 h	
Psychosocioly of Information	26 h	L + D
Theory of communication	26 h	
Archives (Principles)	52 h	

Subjects and Hours for the Common Core Curriculum (2nd year):

Oral Tradition Records	26 h	A + L + D
Bibliography subject areas	27 h	A + D
Information sciences principles	27 h	A + L

Bibliography: practical sessions	54 h	L + D
cataloguing	54 h	
Information systems and technology applications	26 h	
Information networks	26 h	

The common core curriculum comprises

a) for the technical disciplines:

- Bibliography
- Information technology
- Cataloguing and classification
- Introduction to librarianship, information science and archives
- Publishing

b) for the auxilliary disciplines:

- History of art
- History of African Civilisations
- Law
- English
- Typing

The specialised (satellite) courses are based on the following subjects

a) for Archives Section:

- Colonial and comtemporary Institutions
- History
- Archives (principles)
- Conservation techniques
- Archives and Records managment.

b) for Library Section:

- Literature in humanities
- Organisational aspects of libraries
- History of book
- Literature of sciences and Social sciences
- Library management.

c) for Information Science Section:

- Indexing languages
- Theory of information sciences
- Indexing and abstracting
- Sciences and Methodology
- Information systems management
- Dissemination of Information (SDI).

2. Postgraduate Programme

The whole content of the First Year is common for the students of the three specialisations. They are reading the following subjects:

Subjects and Hours for the Common Core Curriculum (1st year):

Cataloguing and classification	52 h
Computer technology	26 h
Conservation techniques	26 h
Mathematics and Statistics	26 h
English	52 h
Psychosociology of information (user studies)	52 h
Managment	52 h
Administration law	26 h
Introduction to librarianship	26 h
Introduction to information science	26 h
Introduction to archives	52 h
Information networks	26 h
Research methodology	26 h

Subjects and Hours for the Common Core Curriculum (2nd year):

Information systems and Technology applications	26 h	
Administration (Management)	26 h	A + L + D
English	54 h	
Indexing languages	54 h	B + D
Information retrieval	54 h	

The specialised courses of the post-graduate programme are based on the following subjects:

a) Archives Section:
- Archives
- Records management
- Modern diplomatics
- History of Institutions
- Records of African History

b) Library Section:
- Bibliology
- Library organisation (type of. lib. & current trends)

c) Information Science Section:
- Dissemination of information (SDI)
- Abstracting

The number of in-class lessons has been reduced recently for the 2nd year of the post-graduate programme, in order to allow students enough time to complete research and write their Masters Dissertation, which has to be submitted in May (the academic year is from November to June).

The strong common core curriculum which characterizes the EBAD programmes, shows the actual will of the school to harmonize the training of the information specialists. Nonetheless, the problem is not yet entirely solved. Though, changes are always being made to the course contents, in order to update it and to strengthen the integration. Some of my colleagues feel that the library and the documentation sections should be merged.

From a very recent inquiry about information worker's training, among former EBAD students, it seems that the practitioners recently trained feel frustated for having not been taught some cour-

ses restricted to librarians or to documentalists. Particularly mentioned were the organisation of various types of libraries, the application of new technology, the use of new media and the indexing languages.

So, the practitioners' request tend to join the educators' feeling already noted: to implement a unified curriculum for library and information studies. Such an integration will raise some problems: problems of curriculum adjustment, but also problems of attitude adjustment, among the students, the teaching staff and the administrators. Because the tradition of the school has been to have separate sections, integration will mean changes, and with changes opposition occurs. However, the major characteristic of the present day is CHANGE, and change is occuring in the information world and subsequently will have to occur in information education.

LIBRARY, DOCUMENTATION AND ARCHIVAL TRAINING AT THE ECOLE DES SCIENCES DE L'INFORMATION IN RABAT

by O. Bekkari

The name "Ecole des Sciences de l'Information" (Information Science School) may be misleading for an international audience. The school is fact a library school training librarians, documentalists and archivists and it is not specialized, as it may be misunderstood, in "information science" in the American acceptance of the term.

Establishment of the School

In 1971, the National Documentation Center (CND) and the Cultural Affairs Department carried out a gobal survey of Morocco's documentation and library services which showed that the country was in need of 1,000 librarians.[1]

The foundation of a library school was decided in 1972 during the preparation of the social and economic development plan of 1973 - 1977. Unesco assisted the Moroccan Government in the project, and Dr. Nasser Sharify, Dean of the Graduate School of Library and Information Science/Pratt Institute of New York, was contracted by Unesco in 1973 for the project feasibility study and curriculum development. Thus, the Information Science School (ESI) opened in October 1974.

ESI is under the authority of the Ministry of Planning. The highest level management body of the school is a board of trustees presided over by the Ministry of Planning and including the representatives of various ministries such as National Education, Cultural Affairs and the directors of the National Library (BGA) and the National Documentation Centre.

Objectives

The objectives of ESI are to ensure the training of higher-level specialists in the fields of information sciences (documentation, library and archives management). For the training of graduate students, the curriculum is based on the following general aims:

- to develop the student's ability to design, manage and evaluate services and networks which respond to information needs;
- to develop the student's ability to adapt to a variety of information system users; and
- to develop the student's ability to engage in independent research.

Admission Requirements

Admission to the graduate programme is determined by a competitive entrance examination, open to holders of at least a B.A., B.Sc. or an engineering degree, or other degrees recognized as equivalent to those mentioned above. Applicants must demonstrate 4 years of seniority in the public or private sector, following the obtainment of the required degree. Foreign applicants may be accepted to the school in a proportion not exceeding 10 % of the places available to local applicants in the 1st year of study.

The entrance examination at ESI includes both written papers and oral examination: the written examination is composed of a résumé of a text in French and another résumé of a text in Arabic; the oral examination consists of an interview with the jury on a subject of general interest.

The examination for the graduate programme also includes an examination in English geared to the level of a letters baccalauréat (3 years of English at 6 - 7 hours per week). Only those candidates who have passed the written examinations may sit for the oral examination. The foreign applicants are dispensed from the competitive entrance examination.

ESI offers two levels of training: the undergraduate level for information scientists, and the graduate level for specialized information scientists. The undergraduate level has a three year programme of studies while the graduate level has a two year programme.

Staff and student body

In the 1974 - 75 academic year, the number of students enrolled in the first year totalled no more than 38. This year (1986 - 87) the school has a student body of 300, including 30 in the postgraduate programme and 130 in the 1st year of the graduate programme. The number of applicants who have sat for the 1986 - 87 entrance examination exceeds 2,300.

Library science courses were taught only by a few Unesco consultants and foreign lecturers in the beginning of the school's life. The teaching staff of the library school today exceeds 35 including 17 permanent teachers.

Methods of Teaching

The curricula at ESI include lecture courses, practicals, seminars, conferences, field visits and a period of field work. ESI benefits from a modern audio-visual unit which constitutes a precious pedagogical aid. The unit, based on the closed-circuit principle, includes 4 main elements:

- a multi-purpose auditorium equipped for conferences (with the possibility of simultaneous translation) and for film projection;
- a control unit and a television studio allowing for the creation, recording and presentation of video programmes;
- a circuit for image distribution with connections to 12 classrooms and 2 language laboratories.

ESI also benefits from 12 micro-computers and software (Apple II, III and IBM P.C.) and has a local network. There is also a terminal linked to the national data bank which is located at the National Documentation Centre.

Evaluation

Evaluation of students is not based on a single end-of-year comprehensive examination per subject, but on a regularly organised, on-going series of quizzes, tests, term examinations and independent work throughout the academic year.

The school imposes on students an average of 10/20 in all courses in order to pass. Students who fail are allowed a second chance in the subjects for which they don't total 10/20.

Curricula

1. Undergraduate Programme:
The curriculum is organised around 3 blocks of courses and practical training spread over 3 years: technical courses; general background courses; and languages. The first year includes introductory technical courses, general background and language courses. The second and third years concentrate on deepening the student's knowledge in the field of information sciences. In the second year, the student also chooses a third foreign language (Spanish, German or Russian) to study in addition to English which is obligatory during the three years. A period of practical training in the field is organised at the beginning of the academic year for third year students.

The main contents of the courses are shown in the synopsis of existing and projected training programmes, p. 78/79.

2. Graduate Programme:

Until 1980, the graduate programme students have been B.A. holders or engineers in other subjects than library science. Although the instruction methodology and research approach were different, the core subjects remained almost the same for both undergraduate and graduate programmes.

However, graduates of the undergraduate programme are entitled to continue their studies in the graduate programme after 4 years of working experience. In the 1980 - 81 academic year, these students were eligible to request admission. Having these two types (B.A. holders and professional librarians) in the same graduate programme imposed a delicate curriculum reform. This reform was elaborated with the assistance of Unesco and its implementation started in 1982.

Since then, the programme has changed as follows: In the first six months, the two types of students have different programmes. While the B.A. holders have a programme based on technical courses (cataloguing, classification, etc.), the graduates of the ESI undergraduate programme have general courses like linguistics, economy, history, epidemology, etc. After this period, the programm is common, although there are optional courses.

The main contents of the courses are shown in the synopsis of existing and projected training programmes, p. 80/81.

ANNEX I

LIST OF PARTICIPANTS

Curriculum Adjustments in Information Studies
Training Programmes in Africa
Bonn, 23 to 28 August, 1987

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6. Mrs. Gladys JUSU-SHERIFF
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ANNEX II

PROGRAMME

Curriculum Adjustments in Information Studies Training Programmes in Africa

Bonn, 23 to 28 August, 1987

22.8.87:		Arrival of participants from Brighton via London to Bonn
23.8.87:		Social Programme: Boat trip on the River Rhine
24.8.87:	09:00 - 10:30 h	Official Opening (Danckwortt, Hüttemann) Election of Chairpersons and Rapporteurs
	11:00 - 12.30 h	Presentation of Papers (Bock, Abidi, Macarenhas) and Discussion
	14:00 - 15:30 h	Preparation of Transparencies (Presentation of Training Programmes)
	16:00 - 17:00 h	Presentation of Transparencies
25.8.87:	09:00 - 10:30 h	Continuation
	11:00 - 12:00 h	Synopsis of existing or planned Training Programmes
	14:00 - 15:30 h	Discussion: The Concept of Harmonization
	16:00 - 17:00 h	Continuation
26.8.87:	09:00 - 10:30 h	Discussion of subjects relevant to harmonization
	11:00 - 12:30 h	Continuation
	14:00 - 15:30 h	Visit to DSE Documentation Centre and Archives

27.8.87:	09:00 - 10:30 h	Discussion of subjects relevant to harmonization
	11:00 - 12:30 h	Continuation
	14:00 - 15:30 h	Discussion: Resources for Implementation
	16:00 - 17:00 h	Meeting of Editorial Board of "Librarianship and Documentation Studies
28.8.87:	09:00 - 10:30 h	Formulation of Recommendations
	11:00 - 12:30 h	Continuation
	14:00 - 15:30 h	Adoption of Recommendations; Evaluation
	19:00 - 21:00 h	Official Closing (Danckwortt, Hüttemann)
29.8.87:		Free for Shopping and Sightseeing Departure of participants to home countries
30.8.87:		Departures

ANNEX III

RESOLUTIONS

. International Colloquium on the Harmonisation of Education and Training Programmes for Library, Information and Archival Personnel
London, August 9-15, 1987

Resolution 1

There was general agreement among the participants of the Colloquium on the importance and usefulness of the approach of harmonization of education and training programmes for library, information and archival personnel. The Colloquium recommends that Unesco and the three NGOs, IFLA, FID, and ICA continue the work already initiated toward harmonisation, and encourage regional and national institutions to work along the same lines.

Resolution 2

The Colloquium recommends to appropriate national, regional, and international organizations that they consider a plan of action to implement activities toward harmonization of education and training programmes for library, information and archival personnel. It further recommends that in planning such action as those listed below, the following points be taken into account:

Academic level:
In developing materials for a harmonized approach, each topic should be treated at an appropriate level: paraprofessional, first professional, or advanced, and progressive treatment would be useful for some topics.

Theory and Practice:
A balance should be maintained between theory and practice which in turn will be affected by the subject and the academic level.

Environment:
All international action should be flexible enough to be adaptable to different political, social, economic and cultural contexts.

Modular approach:
A modular approach (See: Large, J.A. "A Modular Curriculum in Information Studies." Unesco, 1987) to curriculum design should be adopted because this would allow the identification of teaching aids appropriate to each module. This would also allow the choice of appropriate modules and relevant teaching packages. Material should be suitable for use in developing countries. Such work should take account of relevant material already in existence, and should be made available in English, French, and Spanish.

The Areas recommended for inclusion in the Plan of Action are:

MANAGEMENT:
This is an area of interest to all three professional groups. Taking into account work already done on this subject, i.e.
Vaughan, A. "Reader on management" UNESCO (in preparation)
Tees, M. "Core Curriculum on Management" IFLA (in preparation),
the Colloquium urges that this work be completed as early as possible so that it can serve as a model for future similar materials.

PRESERVATION AND CONSERVATION:
An area of mutual interest and concern especially to librarians and archivists. Taking into account the work already available, i.e.
Dureau, J.M. and Clements, D.W.G., "Principles for the preservation and conservation of library materials" IFLA, 1986 and
Kathpalia, Yash P. "A model curriculum for the training of specialists in document preservation and restoration; a RAMP study with guidelines." UNESCO, 1984, the colloquium recommends the preparation of a Reader.

AUDIOVISUAL MATERIALS/NON-BOOK MATERIALS:
An area of interest to all three professional groups. The Colloquium recommends a seminar of experts to identify curriculum needs and

structure and the preparation of a Reader/Textbook and teaching aids in audio-visual form.

RECORDS MANAGEMENT:

An area of crucial concern to archivists, and a core subject in their training. However an awareness of its general principles and methods would also be useful to librarians and information scientists who may be called upon to organize and service institutional and other records. The Colloquium recommends a seminar of experts to identify curriculum needs and structure and the preparation of a text book or Reader.

INFORMATION TECHNOLOGY:

An key subject for all information professionals with wide applications which may differ for each of the branches but which has an important core of general interest. Taking into account material already available, i.e. Cook, M. "Guidelines on curriculum development in information technology for librarians, documentalists, and archivists" UNESCO, 1986, the Colloquium recommends a seminar of experts to discuss curriculum needs and structure, bearing in mind technology resources available and appropriate to rural areas.

USER STUDIES:

The concept of "users" is seen as central to the education of all information professions. The curriculum should cover identification of users and potential users, and users' needs, development of user services, education of users, and the means of satisfying users' needs. The Colloquium recommends a seminar of experts to consider curriculum needs and structure.

RESEARCH METHODS:

Essential for information professionals at all levels; perhaps different at different levels. The Colloquium recommends a seminar of experts to consider curriculum needs and structures.

MARKETING:

Important for all information professionals to enable them to present to authorities the value and importance of information services, and to encourage users and non-users to take advantage of information services (cf. "User Studies" and "Management"). The Colloquium recommends a seminar of experts to consider curriculum needs and structure and the preparation of a Reader/Textbook.

EVALUATION OF INFORMATION SYSTEMS AND SERVICES:

The concept and methods of evaluation of information systems and services is important for all information professionals (cf. "Management"). Taking into account work now in preparation by UNESCO, the Colloquium recommends a seminar of experts to consider curriculum needs and structure and the preparation of a Reader/Textbook.

Resolution 3

The Colloquium recognized the importance of education and retraining of teachers of library, information and archival personnel, and recommends to UNESCO and to the three NGOs, IFLA, ICA, and FID, that - a seminar of experts to study curriculum needs and structure be organized; - textbook/reader on teaching methods be prepared; - seminars, particularly regional seminars, for teachers be organized; - arrangements for the exchange or interchange of teachers of library, information, and archival personnel between institutions within countries and between countries be supported.

Resolution 4

The Colloquium recognized the importance of establishing equivalency of degrees and diplomas awared in various institutions and in different countries as essential to facilitate mobility of information professionals and teachers. Taking into account the work already done by Antoinette Fall Correa with francophone librarians, and by Edith

Fischer, Josephine Fang and Paul Nauta (IFLA Journal 13(1987)2) it was recommended to

- hold a seminar to develop criteria for establishing equivalency for degrees and diplomas;
- encourage cooperation among educational institutions to promote reciprocity.

Resolution 5

Recognizing that the concept of professionalism should permeate the practice of all information professionals, and therefore should be included in their education at all levels, the Colloquium recommends that

- a code of professional conduct acceptable to the three information professions be established by IFLA, FID, and ICA;
- national information profession organizations should encourage harmonisation of education for information professions;
- national information coordinating agencies, where they exist, should support action toward harmonisation of education.

Resolution 6

Recognizing that there are frequent problems with conflicting terminology between the various professions, countries, and languages, the Collquium recommends the preparation of a lexicon or terminology data base to facilitate the standardization of terminology for library science, information science, and archival studies.

Information

DEUTSCHE STIFTUNG FÜR INTERNATIONALE ENTWICKLUNG
German Foundation for International Development
Education, Science and Documentation Centre
Information and Documentation Training Section

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THE PUBLICATIONS IN INFORMATION AND DOCUMENTATION

In connection with its Information and Documentation Training Programme DSE published reports and other documents in the fields of Librarianship, Documentation and Archives since many years. The following publications are still available and may be ordered free of charge by clearinghouses, training institutions, national library services and associations (and individuals, if related to their working situation or otherwise justified):

DOK 1310 C/a Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials; Volume 3 (1987); (87 pages).

DOK 1310 C/a Volume 2 (1986); (96 pages)

DOK 1310 C/a Volume 1 (1985); (134 pages)

DOK 1417 A/a Establishment and Management of a National Information Service in Botswana, Workshop Papers Gaborone 23 to 27 February 1987 (193 pages)

DOK 1416 C/a Boadi, B.Y. et al: Introduction to Librarianship and Documentation, Four Teaching and Learning Modules used during long vacation courses at the University of Botswana 1984 to 1987 (198 pages)

DOK 1401 A/b Gestion des Services d'Information, Rapport d'un stage realisé à Kigali/Rwanda, 20 and 31 octobre 1986 (93 pages)

DOK 1347 A/a Co-ordination and Improvement of National Information Services, Mbabane and Maseru Workshop Papers; Mbabane 24 - 28 Feb., 1986; Maseru 3 - 7 March, 1986 (232 pages)

DOK 1346 A/a Use of Computers in Information Handling, Training Workshop; Nairobi 21 April - 2 May, 1986 (138 pages)

DOK 1311 A/a Trade Information Services, Seminar Papers; Arusha 22 April - 3 May, 1985 (100 pages)

DOK 1309 A/a Manpower Training Needs, Proceedings and Papers of the Information Experts Meeting; Harare 18 - 21 March, 1985 (159 pages)

DOK 1308 A/a Establishment, Function and Management of a National Library and Documentation Service, Workshop Report; Harare 6 - 15 March, 1985 (182 pages)

DOK 1185 A/a Management of Information Services, Workshop Papers; Arusha 9 - 20 May, 1983 (94 pages)

Working Document Library Training in Eastern, Central and Southern Africa: A Reader; Berlin (West) 1 - 9 Sept., 1982 (467 pages)

DOK 1057 B/a The Implementation of Modern Information and Documentation Systems and Services with Special Reference to Information Needs in Eastern Africa, Course Report, 1980 (28 pages)

All publications can be ordered from:

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